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ABSTRACT

These materials for the curriculum area of coordinating work and family comprise one of six such packages that are part of the Ohio Vocational Consumer/Homemaking Curriculum Guide. The curriculum area or perennial problem, expressed in the title of this document, is divided into two practical problems, i.e., what to do (1) regarding provision of an economic base; and (2) regarding achievement of a balance in the family and career life style. These two topics are further categorized into five concerns regarding: (1) income procurement; (2) management of economic resources; (3) effects of family on work; (4) effects of work on family; and (5) interaction between family and work. Thirty-seven concepts on modules are developed within these concerns. The format for each module is as follows: code, perennial problem, practical problem, concern/concept, homemaking skills (listing of various skills needed by the homemaker as related to the developed concepts), and a chart relating process skills (steps of practical reasoning), concepts (further breakdown of the topic), and strategies (information and activities that facilitate the teaching/learning of the concepts). In some cases, specific resources are attached; otherwise, teachers may choose their own resources based upon availability and appropriateness to individual classrooms. (YLB)

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WHAT TO DO REGARDING COORDINATING WORK AND THE FAMILY

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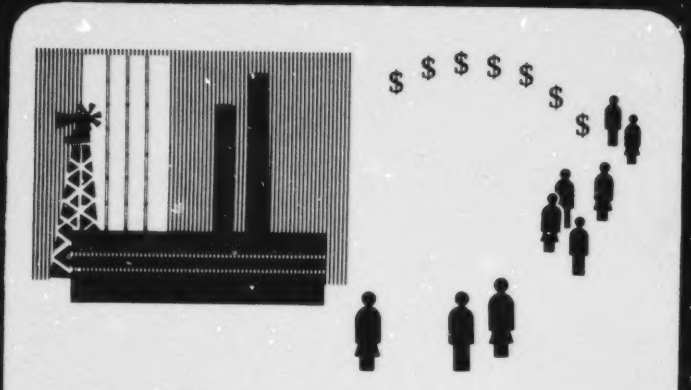
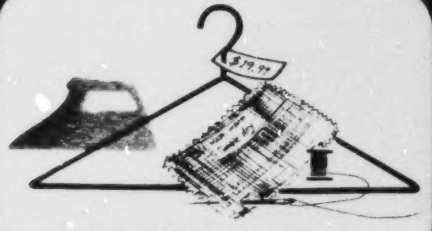


Coordinating Work and Family

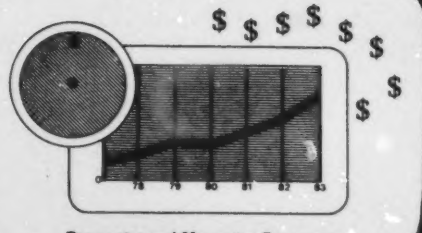
Feeding and Nourishing the Family



Personal and Family Textile Needs

Nurturing Human Development

Creating a Living Environment



Economics and Managing Resources

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Home Economics Section
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RATIONALE

Curriculum content of Coordination of Work and Family is not new to Vocational Home Economics in Ohio. The dual-role emphasis of past vocational home economics curricula included content that fostered the combined roles of family member and wage earner. Though the dual-role emphasis was well received, changes within society have encouraged a stronger focus upon the interrelating and coordinating of the worlds of work and family. The impact of current economic and employment trends and changes in the composition of the work force necessitate changes in curriculum emphasis. Increasing numbers of families in which all adults are wage earners have a major impact on the family members as well as society as a whole. Unemployment - both long term and that of the newly jobless - has a far reaching effect upon families.

Though these recent issues and trends highlight the need for work/family coordination, interaction between the work world and the family world is time honored. The perennial problem focus (dealing with problems that recur in families over generations) of the new curriculum is appropriate to the work/family content.

Additional factors encourage a more overt inclusion of the work/family content. The current and long term philosophies of home economics as well as the underlying intent of vocational education support the focus on work and the family. The work/family curriculum fosters increased productivity at home and at the work site. Successful coordination of work life and family life is of benefit to individual, family and society.

Upon a thorough review of both current and time-honored needs of

the family, the curriculum committee members felt that coordination of work and family constituted a separate perennial problem. They saw a need to highlight issues that impact upon work/family interaction; to confront problems arising from these issues; and to foster positive interaction between work and family worlds. The practical reasoning process is highly applicable to these needs. Students can readily respond to work/family issues with their own families. Those students who are employed as well as those who translate "school" as their workplace readily "see" and "feel" the reality of this curriculum approach. Future roles can be easily visualized and adult responsibility can become more realistic with the work/family content.

Because of the newness of this content as a distinct curriculum area, a list of teacher resources is included for your use.

Bird, C., The Two-Paycheck Marriage. Rawson, Wade Publishers, Inc., New York, 1979.

Better Homes and Gardens. How Is Work Affecting American Families? - Attitudes and Opinions of 32,588 Respondents. Meredith Corp., 1981. (free)

Cole, S., Managing Family and Work: Coping with Children and Careers. W & R Publications, P.O. Box 14025, Raleigh, NC 27620, 1983.

Greiff, B. and Munter, D., Tradeoffs: Execution, Family, and Organizational Life. New American Library, New York, 1980.

General Mills, Inc. Families At Work: Strengths and Strains - The General Mills American Family Report 1980-81. (Conducted by Louis Harris and Associates, Inc.) General Mills, Inc., 9200 Wayzata Blvd., Minneapolis, MN 55440, 1981. (free)

Kanter, R., Work and Family In The United States: A Critical Review and Agenda For Research and Policy. Russell Sage Foundation, 1977.

Porter, J., Impacts Of Work On The Family: A Literature Search. Minnesota Council on Family Relations, 1219 University Avenue, S.E., Minneapolis, MN 55414, 1978.

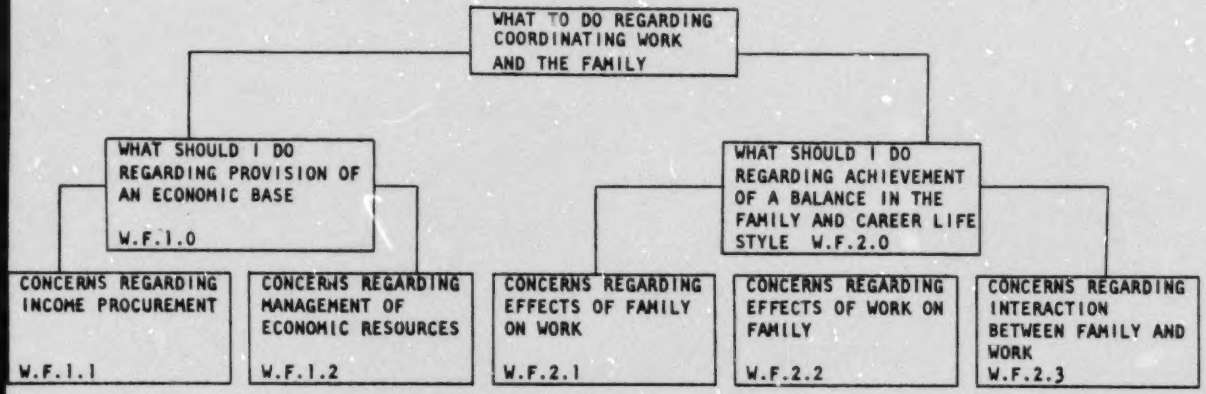
Porter, J. and Etkin, L., Work and Family: Friends or Foes. Minnesota Council on Family Relations, 1219 University Avenue, S.E., Minneapolis, MN 55414, 1978.

Spitze, H.; Ed. Interrelations Between Work Life and Family Life: Proceedings, Silver Jubilee Conference, Illinois Teacher of Home Economics. Illinois Teacher, 350 Education Building, University of Illinois, 1310 South Sixth Street, Champaign, IL 61820, 1982. ($4.00)

Vocational Education Work and Family Institute, Minnesota Department of Education. Balancing Work and The Family: An Educational Resource For The Business Community. Minnesota Curriculum Services Center, 3554 White Bear Avenue, White Bear Lake, MN 55110, 1982. ($30.00)

Voydanoff, P., The Implications of Work - Family Relationships for Productivity. The Work In America Institute, Inc., Scarsdale, NY, 1978.

Work In America Institute, Inc. Productivity: Problems and Prospects. Arden House, Harriman, NY, 1980.


WHAT TO DO REGARDING COORDINATING WORK AND THE FAMILY
WHAT SHOULD I DO REGARDING PROVISION OF AN ECONOMIC BASE W.F.1.0
WHAT SHOULD I DO REGARDING ACHIEVEMENT OF A BALANCE IN THE FAMILY AND CAREER LIFE STYLE W.F.2.0
CONCERNS REGARDING INCOME PROCUREMENT W.F.1.1
CONCERNS REGARDING MANAGEMENT OF ECONOMIC RESOURCES W.F.1.2
CONCERNS REGARDING EFFECTS OF FAMILY ON WORK W.F.2.1
CONCERNS REGARDING EFFECTS OF WORK ON FAMILY W.F.2.2
CONCERNS REGARDING INTERACTION BETWEEN FAMILY AND WORK W.F.2.3

1.11 Work Ethic

1.12 Employment vs. Unemployment

1.13 The Economy

1.14 Alternative Resources

1.15 Job Obtainment

1.16 Self-Fulfillment

1.17 Realistic Expectations

1.18 Social Implications

1.19 Independence vs. Dependence

1.20 Home Based Career

1.21 Financial Planning and Responsibilities

1.22 Multiple Income Families

1.23 Cost Factor of Employment

1.24 Use and Abuse of Credit

1.25 Needs and Wants

1.26 Values and Goals

2.11 Marital Status

2.12 Family Life Cycle Changes

2.13 Personal/Family Roles

2.14 Work-Parenting Concerns

2.15 Family Composition

2.16 Transferable Skills

2.17 Family/Stress Conflict

2.21 Structuring Life Style

2.22 Overload and Interference with Family Responsibilities

2.23 Parenting Concerns

2.24 Work Stress

2.25 Occupational Choices

2.26 Fringe Benefits

2.27 Mobility

2.31 Opportunity Costs

2.32 Commitment to Work and Family

2.33 Scheduling Concerns

2.34 Family Values, Goals, and Priorities

2.35 Resources for Management

2.36 Nurturing Family Relationships

2.37 Support Systems

PERENNIAL PROBLEM	What To Do Regarding Coordinating Work and the Family
PRACTICAL PROBLEM	What Should I Do Regarding Providing an Economic Base?
CONCERN/CONCEPT	Income Procurement/Work Ethic

HOMEMAKING SKILLS

Assess personal work ethic

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Work ethic in daily life	Define work ethic - an individual's or a society's attitude or philosophy about work. Since the early days of America there has been an ethic or belief that all able-bodied people should work. Efficiency and productivity are strong values within the American work ethic. Investigate the lives of people who provide examples of the American work ethic. (Abe Lincoln, former Congressperson Barbara Jordan, former Ohio Governor James Rhodes, food/restaurant businessmen Bob Evans and David Thomas.) Characteristics of the American work ethic include: hard work, perserverance, industriousness, starting over if one fails, starting from "scratch," using "American ingenuity," ambition, self sufficiency and punctuality. Find stories written in the late 1800s and early 1900s that personify the American work ethic. Report these to class. Search current newspapers to find examples of the American work ethic being applied today. (Young man growing tomato plants to sell in his back yard and developing the business to a large scale; the day after a fire at her donut shop, a woman set up a wheeled donut cart on the sidewalk so she wouldn't disappoint her customers.
	Factors influencing work ethic	Discuss how family, environment and economic situations can influence the work ethic. --Family effects - role models that do not follow the American work ethic (parent refuses to work when able and job is available). --Environment - surroundings, atmosphere that does not set the stage for the work ethic to be applied.

PROCESS SKILLS	CONCEPTS	STRATEGIES
PROBLEM	Factors influencing work ethic (continued)	--Economic situation - economy that does not permit opportunity to demonstrate work ethic (no jobs available, no allowable capital to invest). Discuss if today's work ethic is different from that of 50 years ago. Give evidence to support your feelings. Interview two individuals representing older generations regarding the American work ethic they were taught and how they have been influenced by situational factors. Analyze to see if there are any differences from your view/your family members and draw conclusions. How does the work ethic portrayed in each case affect the employer, customer and other co-workers? Read the case studies below and decide which case provides an example of the American work ethic. If you were an employer, who would you hire if you had video tapes of them at work? If you were Tom's employer, what would you discuss with him about his work habits? If you were an employee, who would you prefer to work with and why? --Sally, 16, works in a local restaurant. She arrives at work 5-10 minutes early so she will be on time. She greets her co-workers pleasantly. She waits on customers and does the regular tasks assigned. When she is without a customer or assigned task, Sally straightens areas, wipes out drawers, and shines equipment. Many days she has not had time to do the assigned tasks so she continues working after hours. --Tom, 16, jumps from his car and dashes in the door to punch the timeclock 10 minutes late. Seeing his boss approach he becomes very busy dusting shelves in the display area. "Good job, Tom." The store management gives a 15-minute coffee break, but Tom often takes 20-25 minutes since the boss always leaves during that time to go to the other store. Tom is friendly and efficient with the customers. He spends lots of time visiting with the other employees in other departments. He always manages to punch out on time turning the customer over to another clerk in the department. Jane replaces Tom and immediately begins to return the boxes of shoes Tom let accumulate during the day to their places. Realizing that "school" can be interpreted as a student's "work" role, create characteristics of student behavior, in and out of school, that typify the American work ethic.

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Factors influencing work ethic (continued)	Discuss the alternatives and consequences when outcomes are in opposition to the American work ethic. (Can't find a job, work hard but can't "get ahead," start from "scratch" but fail due to uncontrollable situations.) Consider ways to cope with the situation.
	Workaholics	A workaholic is a person with difficulty controlling his/her work level. Such a person may exemplify the work ethic characteristics to an extreme. Such excessive work can be harmful to psychological and physical health. Search for current articles on workaholics. Consider if students can be workaholics. What are some results of this type of extreme work?
		Write a paper explaining your personal work ethic. Discuss how your belief might affect you, your family, your income procurement and society.

PERENNIAL PROBLEM	What To Do Regarding Coordinating Work and the Family
PRACTICAL PROBLEM	What Should I Do Regarding Providing an Economic Base?
CONCERN/CONCEPT	Income Procurement/Employment vs. Unemployment

HOMEMAKING SKILLS

Consider consequences of employment and unemployment

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Opportunities of employment	Use incomplete sentences as an instrument to identify personal attitudes related to work. (Work is . . ., Work makes me feel . . ., When not working I feel . . . .) Brainstorm the benefits of employment/unemployment. (Economic, social and personal.) Read the situational statements and identify your values related to the various situations of employment. --You are a college student who can get room and board for working in a family's home. --You have been offered a steady job with minimum wages. --You have been offered a job by your father and he will pay you as he deems reasonable. --A job is offered to you. The pay is low but the company name is good. Discuss the kinds of opportunities you are seeking in employment similar to those listed below. --The opportunity to work on your own without supervision. --The opportunity to serve others (secretary/boss, receptionist/dentist) --The opportunity to learn new things such as further training, inservice meetings, reading. --The opportunity to do things well and have a feeling of achievement. --You are offered job A which pays less than job B but job A allows you to work with people you know and like.

PROCESS SKILLS	CONCEPTS	STRATEGIES
		--A volunteer position has opened at a nearby hospital. There is no money involved, but you would enjoy helping others and it might lead to a paid position later.
	Unemployment	Discuss types of unemployed persons: retired, disabled, recently unemployed, unemployable. (Unemployable are longer term unemployed persons who have few job skills and little or no job experience.)
		Research recent unemployment statistics. Read carefully to determine if the data reflect <u>both</u> unemployable and recently unemployed.
		List similarities and differences among the types of unemployed people. Consider perceptions of the unemployed, expectations of the unemployed, level of interest and activity of the unemployed.
		Discuss consequences of the unemployment for self, family and society. Consider the level of impact for self, family and society of an individual's unemployment when (a) he/she is among many unemployed, (b) he/she is one of the few unemployed.
		Listen to speaker from Welfare Office to explain programs available for public assistance and what requirements are necessary to qualify for assistance. In the following situations, what are the persons' alternatives? Might public assistance be included in the alternatives? Why? Why not?
		--Gigi wants new furniture, but her husband's income covers basic necessities for survival without any frills. Gigi wants to remain home with her two and three-year-old children.
		--Denise has returned to her parents' home with her four-year-old child. She is a horse trainer, but work is not steady, so she does not have enough money to survive on her own. Her mother, at 45, feels frustrated because she does not feel the government is fair since she and her husband cannot claim Denise as a dependent since she does make over $1,000.
		--Dustin has been blind since birth. He has graduated from high school. He does work part time, but in the large city it is becoming more and more a risk for Dustin to travel to work.

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Values related to employment and unemployment	Write A if you agree with the statement and D if you disagree. _____ It would be worse for a father to lose his job than a mother. _____ Wanting material goods is wrong. _____ A woman wanting to stay home with the children is wrong. _____ A man wanting to stay home with the children is wrong. _____ A woman not staying home with the children and going to work could be harmful to the family. _____ A woman staying home with the children and not working could be harmful to the family. Discuss the replies to the above with class analyzing how values and situational factors may affect individual responses related to unemployment and employment. After listening to a panel of selected adults, reflect their views on employment vs. unemployment, discuss the various values presented. (Selected panel may include employer(s), employee(s), service agency director(s), public assistance personnel, organizational volunteer.) Organize a talk show with mothers and fathers on topic of employment vs. unemployment. Consider factors that affect this issue.

PERENNIAL PROBLEM	What To Do Regarding Coordinating Work and the Family
PRACTICAL PROBLEM	What Should I Do Regarding Providing an Economic Base?
CONCERN/CONCEPT	Income Procurement/The Economy

HOMEMAKING SKILLS

Investigate the economy in terms of work and family

PROCESS SKILLS	CONCEPTS	STRATEGIES
		Discuss the definition of the economy - the system of allocating (gaining) scarce resources for unlimited wants. Resources—apples, stereos, paper, houses—are not unlimited. Human wants grow and change and the total wants of a society are unlimited. Discuss this definition related to employment. Most of us wish to allocate (find, gain) a job (a scarce resource); but our job wants and the job wants of society are unlimited (more money, more fringe benefits, better conditions). Diagram the economy of employment. (Limited jobs: unlimited need/want of jobs.)
	Goods and services	Categorize goods and services we use each day. Discuss each related to limitation and what may cause the limitation. (Limited food crop due to weather or to limited desire to grow such a crop, limited nursing services because of few trained persons, limited sidewalk maintenance services because people find this an undesirable job.) Brainstorm a list of jobs on the chalkboard. Determine if these jobs involve primarily goods or services.
	Supply and demand	Discuss the level of supply of any good or service and how it relates to demand. Use an example such as the following: An Ajax automatic pen is produced; as the pen becomes more popular (demand increases) the cost increases. Other companies start making similar pens (supply increases) at lower costs. Demand for Ajax pens decreases and the cost lowers.

PROCESS SKILLS	CONCEPTS	STRATEGIES
		What happens if Ajax holds a secret formula to make the pens and no one else can produce them? What happens if it becomes a status symbol to have an Ajax pen? What is the role of competition in the economy? Observe the current market for supply and demand action. Collect news articles, advertisements that reflect these concepts. Using the job wanted ads of several large newspapers, determine supply and demand related to jobs. Consult the state employment service to determine if jobs in greatest supply and demand can be seen. (Use state employment service data and assistance from vocational counselors.) Circle all the statements on the front page of a newspaper that relate to the state of the economy. Determine the relationship between the state of the economy and the family. Discuss newspaper statements and their implications for you presently and in the future. Using the library, find articles on the current economy and report to class the effects on today's family. IEE - Do reports related to effects of the economy on families (Depression era, times of crop failure in regions or in various countries).
	Employment services	Using resources available, list the benefits of the following government services: social security, disability, Medicare, unemployment insurance, workers' compensation and public assistance. IEE - Determine source of each benefit and means of gaining this source (federal, state, local agencies). Trace the process by which an individual gets a particular benefit. Include the roles of legislation, voting and taxation. Create a case study in which a family has difficulty accepting a government benefit or service. Using the practical reasoning process assist the family with this situation, establish the family's values—goals that might affect this decision.

PR

PROCESS SKILLS	CONCEPTS	STRATEGIES
		FHA/HERO - Using Impact Planning process, choose a product (popcorn) to sell to consumers. When assessing the success of this activity consider supply and demand, and how it affected sales. Consider supply and demand related to the job of selling the product. Was there a ready supply of workers? Did a reward (prizes, points) create a demand for salespeople? Write a paragraph showing the relationship between the economy, supply and demand for workers and benefits of government to which your family has access.

PERENNIAL PROBLEM	What To Do Regarding Coordinating Work and the Family	HOMEMAKING SKILLS	
PRACTICAL PROBLEM	What Should I Do Regarding Providing an Economic Base?	Identify alternative resources	
CONCERN/CONCEPT	Income Procurement/Alternative Resources		

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Money in kind	Draw from the "Pot of Gold": a dollar bill, coupon with dollar off, 10% discount on ten dollars of merchandise, 100 pennies, a money refund of one dollar when purchasing a $10 item. Discuss what each has in common identifying alternative resources.
		Read the following situation and using the steps of practical reasoning decide what alternative resources may be available for income procurement. The boss has told Jim who is 22 that he is out of work. Jim lives alone in an apartment. He has a car payment as well as a personal loan.
		Read the following situation and determine the consequences of the alternatives chosen. Jana is hard-working but receives limited income for the hours spent in cleaning houses. She seems to master the bare necessities for her family of four children. She has a habit of buying a weekly lottery ticket. She plays Bingo each Monday night. Carlyle wants a new album to take to a party Saturday night. His mother was not able to give him the money. When the record store clerk was not looking, Carlyle took the album and left the store. What are consequences to Carlyle if he gets caught? Should we just be concerned with getting caught? What if everyone chose the same alternative as Carlyle? What action would the store manager have to take if everyone did it?

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Investments	Receive a telegram from the teacher which reads: "The King of the Land of Promise is pleased to inform you that you are an heir to a fortune of fifty thousand dollars." However, you can spend only one thousand this year. What will you do with the rest? Investigate ways to invest money. Talk with an investment officer or financial planner. Summarize in journal the key points of the various investment resources you have found.
	Personal skills	Divide into small groups and list ways family members use their skills at home in exchange for skills of other family members. Discuss how these skills could be used for income procurement both inside and outside the home. FHA/HERO - Write an ad selling yourself as a worker for FHA/HERO Work Day, a special Saturday. Chapter members use Impact planning process to work out details for Work Day. Invest part of chapter money for financial gain and record gain on chart on FHA/HERO bulletin board. Divide into teams and select stock in which to invest. Record the gain or loss of this stock seeing which has most "money" by a given date. IEE - Invest some personal money, imaginary or play money into an investment program after selecting the best choice of alternatives and follow the growth of investment over a projected period of time. Use the Impact planning process to explain the steps in writing.

PERENNIAL PROBLEM	What To Do Regarding Coordinating Work and the Family
PRACTICAL PROBLEM	What Should I Do Regarding Providing an Economic Base?
CONCERN/CONCEPT	Income Procurement/Job Obtainment

HOMEMAKING SKILLS

Analyze methods of obtaining employment

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Awareness of jobs	Brainstorm ways to find jobs. On map of county/city, place your name, where you are employed and number of hours per week. Find an ad in a newspaper of a job which would interest you. List the characteristics needed for the job, give your qualifications and reason you would like the job. Share with class. Listen to speaker from Employment Bureau discuss availability of jobs in area, steps for application and purpose of Bureau. Following presentation, reflect with a partner jobs that are available, steps for applying for a job and identify purpose of the Employment Bureau. Write an ad for "employment wanted" for local paper, listing your qualifications for a job.
	Ways employers get information about applicants	Discuss ways employers get information about applicants. (Application form, resume, interview, pre-employment test, physical exam, reference, sample of work, school records.) Imagine that you are a manager for the city recreation program. As manager, you are responsible for hiring all personnel. A variety of jobs are available such as swimming

PROCESS SKILLS	CONCEPTS	STRATEGIES
		pool instructor, craft teachers, baseball coaches. List ways you can get information about job applicants. Circle the best answer. For most jobs, you need an interview and some references, but some kinds of information are more important than others for a certain job. The following information is most important for which of the three jobs listed? --Physical exam: large machine operator / secretary --Pre-employment test: secretary / housekeeper --Sample of work: writer / salesclerk --Application form: horticultural worker / car painter newspaper reporter / teacher / gardener / executive
18	Standard job application procedures	Read chart *Official Papers You May Need. Identify the official papers you have by placing a ✓ in the block. Complete chart *Could I Get a Job?. Compile your score and read the explanations given for meaning. Look at samples of forms: *Application for Employment (substitute another), *Sample Follow-up Letter, *Resume. Fill out an application form and write a resume, to be presented for interview. Sign up for a job interview for one of the following jobs: --Position 1—The _____ County Youth Agency is hiring summer counselors to administer programs for youth ages 14-22. Responsible for planning and administering a variety of educational and recreational activities. Pays _____ (insert amount) per hour. Interested in applicants with a sports background. --Position 2—A local automobile manufacturer is hiring full-time summer employees to fill in during the summer vacation season. Would work a variety of jobs and shifts, wherever needed in factory. Pay (insert 3 x minimum) per hour. --Position 3—A nationally known seed company is looking for distributors in Ohio. Job consists of restocking garden seed displays in store of assigned territory. Company vehicle furnished. Pay (insert dollar over minimum) guaranteed, plus commission, up to $15 per hour. Set own hours.

PROCESS SKILLS	CONCEPTS	STRATEGIES
		Assume you are competing with your classmates for the job. Be interviewed. (Job Training Teachers, Guidance Counselors) Have an evaluation conference with interviewer as follow-up. *Interview Criteria may be shared with you. Write a follow-up letter with the following components: --thank the interviewer for talking with you about the job. --tell the interviewer that you are interested in the job. --tell the interviewer that you think you are qualified for the job.
	Appearance for an interview	Use teacher provided illustrations (portraying unkempt hair, fashion dress, chewing gum, unshaven look, wrinkled clothes, poor posture). Identify what should be corrected for a better personal appearance for an interview. Select appropriate dress from a catalog for a specific job you would like. Identify job desired and place on bulletin board.
	Training/education	Select three jobs/careers you believe you are interested in and find information about them in your school's career center. Answer the questions: --What kind of training or education will you need for the job? --What will be the approximate cost for the training or education? Rank in order of preference (1,2,3,4) what would be most important to you in a job. ____a. The opportunity to work on your own initiative, without supervision. ____b. The opportunity to be of service to people. ____c. The opportunity to learn new things. ____d. The opportunity to do things well and have a feeling of accomplishment. ____a. Training that will help you to get a job where people will be responsible to you. ____b. Training that will help to prepare you for a job with good prospects for security. ____c. Training for a job as a nurse, a counselor, a social worker or similar job where you could help people. ____d. Training for a job that will demand a great deal of effort such as, an artist, a researcher, a musician.

PROCESS SKILLS	CONCEPTS	STRATEGIES
		Reflect on the above rankings and see if they relate to the type of job/career you are planning for. How? If not, consider alternatives and consequences.
	Responsibilities of an employer/ employee	Listen to panel of employees/employers who represent job interests of class members, in talk on responsibilities and "pet peeves" of employers/employees.
		Describe someone you consider to be a good employer/employee. Identify the qualities that make them a good employer/employee.
		Answer the following questions in your journal. --Do you think you do the best you can to fulfill your job as an employee (babysitter, student, newspaper route)? --What are your most valuable assets as an employee? --What are your least valuable assets as an employee?
		Use *The Promotion Puzzle activity. Discuss the good skills and work habits that will lead to a promotion.
		In a small group, develop steps involved in planning for promotion on the job.
		Interview a member of your family to see if he/she can identify ways to be promoted on his/her job. Report findings to class.
		In your family, identify an employee/employer. Identify assets and limitations of the member and tell how she/he might improve and how you might help.
		In small group, design a chart on "Rating an Employee." (Accuracy, alertness, attendance, quantity of work.) Rate yourself as an employee using chart. Compile ratings and post.
		In small group, develop a skit and present to class on one of the following: --Do the present job to the best of your ability. --Upgrade your knowledge and add to your skills. --Recommend changes for improving work conditions. --Develop good on-the-job relationships. --Be prepared for future opportunities.

PROCESS SKILLS	CONCEPTS	STRATEGIES
		After your presentation, write the purpose on the board under title, "Ways to Succeed on the Job."
	Changing jobs	Fill in reasons why one might remain on the job and why one might choose to change jobs. (Make list on board under each heading.) Discuss reasons why one should share with family members before making a decision to leave a job. Illustrate, with drawings, the major reasons for resigning from a job (better job elsewhere, the job changes, you change, dead-end job). Discuss alternatives and consequences of not resigning for each reason given. IEE - Share with a family member knowledge you have learned in class and write in journal what material you shared and how it should benefit the family member. FHA/HERO - Arrange to have a "hands-on experience" with an employee/employer in an area of interest. FHA/HERO - Participate in job application and interview skill events.

COULD I GET A JOB?

by Ruth Harms

WF 1.15

Have you ever had a job? Have you ever tried to get one? Have you ever wondered if you could get a job? This chart is planned to help you get a picture of how employable you are. Different factors are listed which employers consider when hiring their workers. In order to find out how employable you are, read the instructions carefully and then fill out the chart.

Instructions:

On the left side of the chart, questions relating to employability are listed. Following each question are five possible answers. Read each question and the possible answers. Think about yourself in relation to the question. Circle the number in the space after the answer or answers true of you.

Some questions will be easier to answer than others. For instance, you know your age so the question about your age will be easy to answer. To answer other questions, you will have to think about yourself and decide whether or not the statement is true of you. Be as honest as you can. (Don't over-rate yourself but do give yourself credit where you deserve it.) The score that will be most helpful to you is the one that most truly describes you as you really are.

Questions 1, 2, 3 and 4 have only one possible correct answer. Questions 5 and 6 have several possible answers, but you only need to mark the highest level that is true of you or none if none is true of you. For the remaining questions you should mark each answer that is true of you—it could be all five categories, or none of them.

Sample item for Questions 1-6.

											Subtotal
What is your grade in school?	I am in Grade 8	1	I am in Grade 9	2	I am in Grade 10	(3)	I am in Grade 11	4	I am in Grade 12	5	3

If you are in Grade 10, circle the number in the space after the statement as shown. Of course, if you are in another grade, mark in the space after that grade. If your grade is not given in any of the statements, do not mark any. Write the number that you circled (if any) in the space on the right side of the page under the heading "Subtotal" as shown.

Work quickly, but carefully. Do not spend much time on any one statement. Be sure to read all the statements after each question and then mark according to directions. Have fun!

Source: Illinois Teacher, 1973, Nov-Dec., pp. 93-97.

Mark the one answer which best describes you for Questions 1, 2, 3 and 4 by circling the number in the box that follows the description.

										Subtotal
1. HOW OLD AM I?	Under 16	1	16 or 17	2	18 or 19	3	20 to 24	4	25 and over	5	
2. WHAT IS MY SEX? WHAT IS MY RACE?	Non-white female under age 20.	1	Non-white male under age 20.	2	White male/female under age 20.	3	Non-white female under age 20.	4	Non-white male or white female or white male all over age 20.	5	
3. AM I PLANNING AND PREPARING FOR A CHANGING JOB MARKET?	I am in school but I have not completed my educational plans.	1	I am in school and have completed planning my high school course, but I have not made any vocational plans.	2	I am interested in and am preparing for one kind of job.	3	I am interested in several kinds of jobs and I am preparing so that I qualify for more than one.	4	I am preparing for several related occupations or a "cluster" of occupations so that I will have a wide choice.	5	
4. AM I WILLING TO MOVE?	I want to live and work in my hometown (or county).	1	I want to live and work in an area where my wife or husband can also work.	2	I want to live and work in my home state.	3	I would be willing to go to a nearby state to work.	4	I would be willing to go to any city, state or country to work.	5	

Mark the one highest level you have reached for Questions 5 and 6.

5. WHAT EDUCATION OR TRAINING DO I HAVE?	I finished grade school.	1	I had 2 or 3 years of high school.	2	I graduated from high school.	3	I had special training beyond high school--beauty school, jr. college, technical school, other.	4	I graduated from college.	5	
6. WHAT WORK EXPERIENCE HAVE I HAD?	I have done volunteer work (work without pay).	1	I have taken school courses related to the job I will seek.	2	I have had on-the-job training at school.	3	I have had a job and my former employer will recommend me.	4	I have had a job related to one I will seek and my former employer will recommend me.	5	

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TOTAL

43

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													Sub-total
WHICH OF THESE FOODS DO YOU LIKE?	Orange	1	Milk	1	Cheese	(1)	Green Beans	1	Ice Cream	(1)			

For this question you should circle the numbers after the foods you like. You might circle all of the possible choices or none of them. If you like cheese and ice cream and do not like the other foods, you should mark as shown. If you don't like any of the foods, you should not mark any. Add the numbers that are circled and write this number at the right side of the page in the space under the heading "Subtotal."

Mark <u>each</u> <u>statement</u> which is <u>true</u> of you for the remaining questions.

											Sub-total
7. WHAT ACTIVITIES HAVE I TAKEN PART IN?	I am a member of a club.	1	I have done committee work for some organization.	1	I have been active in student government.	1	I have been a club officer.	1	I have been active in music, theater or sports.	1	
8. WHAT IS THE CONDITION OF MY HEALTH?	I am not pregnant.	1	My weight is near average for my age and height.	1	I do not often catch colds and other illnesses which keep me home.	1	I do not have a physical handicap that would affect me on a job.	1	I have excellent health and feel sure I could pass a physical.	1	
9. WHAT IS MY APPEARANCE LIKE?	I am clean and have no unpleasant body or breath odor.	1	My clothing is neat and clean.	1	My hair is trimmed, clean and well-groomed.	1	I am careful to dress in manner appropriate for the occasion.	1	I use makeup (if any) moderately and artfully.	1	
10. WHAT SPECIAL ABILITIES OR SKILLS DO I HAVE?	I learn new things quickly.	1	I can express myself well when speaking.	1	I can express myself well in writing.	1	I have special ability in at least one area.	1	I can usually plan and organize work and carry it out on my own.	1	
11. WHAT KIND OF ATTITUDES DO I HAVE?	I am willing to work at almost anytime other than school hours.	1	I do not lose my temper even if someone is being unfair to me.	1	I would be willing to work for low pay and do less pleasant tasks to gain experience (if it's something I really want to do).	1	I feel that I should be willing to do my very best to please an employer.	1	I feel that I would be valuable to an employer.	1	

TOTAL

														Sub-total
12. WHICH OF THESE SPECIAL TRAITS DO I HAVE?	I am happy most of the time.	1	I get along well with most people --my co-workers, parents, schoolmates and teachers.	1	I can accept criticism and learn from it.	1	I like new situations and can work well in them.	1	I often see things to do and do them without being told.	1		
13. HOW DEPENDABLE AM I?	I am nearly always on time.	1	I am nearly always present when I am supposed to be.	1	I can be trusted to work when the boss is not present.	1	I am careful with equipment.	1	I am strictly honest in what I say and do.	1		
14. WOULD I KNOW HOW TO GO ABOUT GETTING A JOB?	I know where to go to look for work.	1	I have filled out a real job application form.	1	I know someone who would recommend me.	1	I have had ajjob interview.	1	I know someone who would hire me.	1		
15. DO I KNOW SOMEONE WHO CAN HELP ME GET A JOB?	My friend or a friend of my parents.	1	A relative other than parent.	1	A teacher or counselor.	1	A previous or present employer.	1	Parent.	1		
16. WHAT IS MY SCHOOL RECORD?	I have a good attendance record.	1	I have had no serious discipline troubles in school.	1	I get along well with most students and teachers.	1	I know at least one teacher or counselor who would recommend me as trustworthy.	1	If asked about me, at least one counselor or teacher would say, "Yes I would hire this person."	1		
17. SPECIAL	I have a way to get to work.	1	I have a driver's license.	1	I don't drink or misuse drugs.	1	I have lived in this community most of my life.	1	Both of my parents work.	1		

TOTAL _____

Some Bonus Possibilities:

If you rate extra points circle them, add at the bottom, and write the bonus total in the space at the right of the page. Then you will be ready to add all points for your grand total!

1. IF I have a job I can add . . . . . 5 points.
2. IF I plan to look for a job related to my future career I can add . . 2 points.
3. IF I am a veteran I can add . . . . . 5 points.
4. IF I am persistent I can add extra points:
   a. IF, when I don't hear from an employer soon after I apply, I will check back I can add. . . . . 1 point.
   b. IF, when I don't get the first job I apply for, I will try for another one I can add. . . . . 1 point.
   c. IF I will keep trying I can add . . . . . 1 point.

Bonus Total _____

Page 1 Total	_____
Page 2 Total	_____
Page 3 Total	_____
Bonus Total	_____
GRAND TOTAL	_____

Explanation of Your Score:

40 or less - If you received a score in this range you would probably have some difficulty getting a job. Look over the chart. You might get ideas about some special problem areas in which you can make changes and increase your score. Also, be sure to notice where you did rate well. You can build upon your strengths!

41-47 You have some of the qualities that employers look for when hiring, but you might have some difficulty in getting a job. Study the chart for clues to ways in which you can become more employable. Ask yourself: Where can I make changes that will increase my employability? Be sure to notice where you rated well, too!

48-54 Your rating is about average for your age group. You might get a job, but if another person who rated higher also applied he might get it instead. You are becoming employable. Study the chart and pick out some of your strengths and weaknesses. Perhaps you can plan to make some changes which will increase your employability rating!

55-61 Your rating is good! You have a good start at developing the qualities that employers look for when hiring. Studying the chart can suggest where you might plan to make changes and rate even higher. You will also want to keep building in areas where you rate well!

62 or more - Keep up the good work. Your employability rating is high! You have many of the qualities employers look for. Study the chart for clues about your strengths and weaknesses. Don't stop working.

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Official Papers You May Need

YOU MAY NEED	When Needed	How and Where to Get It	Issued by
Social Security card	Before you apply for a job	Apply at your local Social Security office	U.S. Social Security Administration (main office)
Birth certificate	If required by employer to prove age	Contact health department of county where you were born or: Vital Statistics P.O. Box 210 Jacksonville, FL 32201	Health department of the county where you were born or your state's vital records department
Work permit (age certificate)	If you're under 18; if you're under 16, you need a job offer first	Go to principal's office and/or county school board office	State of Florida through its public schools
Driver license	If your job includes driving	If you're 16 or over, apply at your local driver license office (you must be 16)	Florida Department of Highway and Motor Vehicles, Driver License Division
High school diploma	If required by employer	Pick up a copy at the high school from which you graduated or at the school board office in the county where you graduated	High schools
or General Equivalency Diploma (GED)	If required by employer	Call your county school board office to find out how to take the test	High schools, vocational-technical schools, community colleges
Training certificate	If required for the job	Receive when you pass a training course (for example, training to be a dental assistant)	Sponsor of training program (for example, your school)
Occupational license	If required to practice your occupation (for example, as a barber or practical nurse)	When you meet the state requirements for your occupation	The licensing board for your occupation, usually through your state
Union card	Depends on job; the employer will tell you. If you're a member, you may need to show proof that you're a member or that you've paid your dues.	Receive when you join a union	Union you join
Student identification card (student ID)	If required to prove that you are a student	Ask in the school office	Your school

Source: Employability Skills Series, Florida Department of Education.

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APPLICATION FOR EMPLOYMENT

Date_____

Name _____ _____ _____
Last First Middle

Address _____

Age _____ Phone _____ Job Desired _____

Education	Name of School	Location	Years Attended
Elementary			
Junior High			

Best Subjects_____

Favorite Activities _____

References: Give below the names of two people, not relatives, whom you have known for one year.

Name	Address

Work History: List any previous jobs which you have held.

Employer	Address	Duties

Why do you want this job?*

_____

_____

Why would you be good on this job?*

_____

_____

*Note: May be used as part of interview, rather than application.

WF 1.15

SAMPLE FOLLOW-UP LETTER

2451 State Route 37
Browtown, Ohio 43015
October 15, 1982

Mr. L. Robert Irvin
Parker's Department Store
4 North Sandusky Street
Browtown, Ohio 43015

Dear Mr. Irvin:

Thank you for taking time to talk with me on Thursday. The position that we discussed interested me greatly. I believe I have the qualifications to do the job well and hope that you will consider me for the position.

I look forward to hearing from you. Thank you again for your time and consideration.

Sincerely,

Jim Longwell

WF 1.15

RESUME

PERSONAL INFORMATION:

Name: James Longwell

Date: October 14, 1982

Address: 325 South Sandusky Street
Browtown, Ohio 43015

Age: 17

Phone: (614) 369-3272

Social Security Number: 000-00-0000

EDUCATION AND TRAINING:

Browtown High School, Browtown, Ohio
(presently attending)

WORK EXPERIENCE:

Shoe salesclerk at The People's Store, 310 North Sandusky Street, Browtown, Ohio - March, 1982 to October, 1982.

REFERENCES:

Mr. L. Robert Black
2451 State Route 37
Delaware, Ohio 43015

Ms. Sue Howdy
432 North Washington Street
Delaware, Ohio 43015

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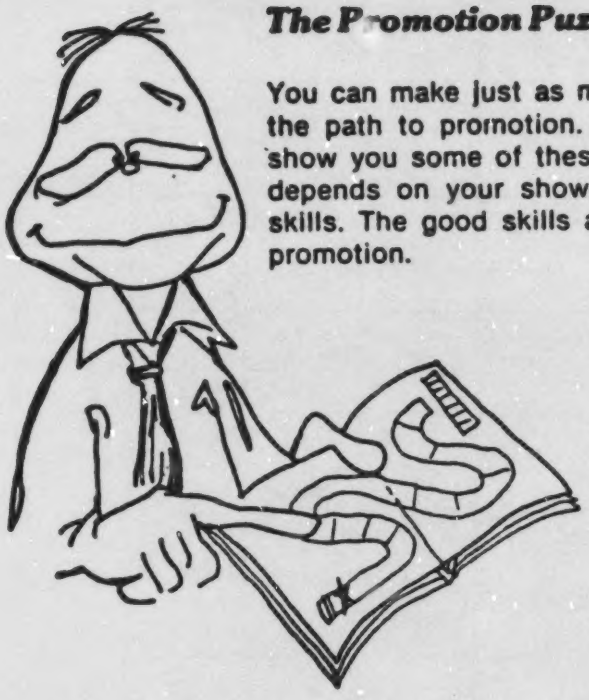
INTERVIEW CRITERIA

Applicant's Name _____ Interviewed by _____

CRITERIA	SCORE				
	excellent 5	good 4	fair 3	needs work 2	poor 1
PERSONAL CHARACTERISTICS --dress and grooming --manners					
SELF-EXPRESSION --responds appropriately to questions					
MATURITY --makes judgments and decisions					
PERSONALITY --outgoing, warm, tactful					
EXPERIENCE --academic achievements --extra-curricular activities --work experience					
ENTHUSIASM AND INTEREST --interest in job					
CAREER GOALS --how can this job contribute to them?					
TOTAL					

Interviewer's comments:



The Promotion Puzzle

You can make just as many wrong steps as right ones on the path to promotion. The puzzle on the next page will show you some of these steps. In this puzzle, each move depends on your showing good or bad work habits and skills. The good skills and work habits will lead you to a promotion.

To get started, find the arrow marked "START." As you go through the puzzle, you will be moving forward and backward. Move the number of spaces each block tells you to. Use your fingertip to help you keep your place. Some spaces will ask you to place a letter in the blocks in the upper right corner of the page. When you are done, these letters will spell out what you may get on the job for having good work habits and skills. The promotion puzzle is on the next page.

Source: Employability Skills Series, Florida Department of Education.

WF 1.15

START: YOUR FIRST JOB
(Move 1 space.)

The boss can always depend on you. Move forward
3
spaces.

You sold more cars than any other salesperson. Put an "O" in blank #5 and move forward
9
spaces.

You've been reading about and studying your kind of work. Put an "M" in blank #4 and move forward
3
spaces.

You signed up for the company training program. With your new skills, you can move forward
4
spaces.

Two people also being considered for the promotion have found other jobs. Put an "O" in blank #3 and move forward
10
spaces.

You've been attending night school to learn more about your job. Put an "N" in blank #9 and move forward
4
spaces.

Your sales team is number one because of your leadership. Move forward
2
spaces.

You criticized the company to a friend. Shame on you! Go back
6
spaces.

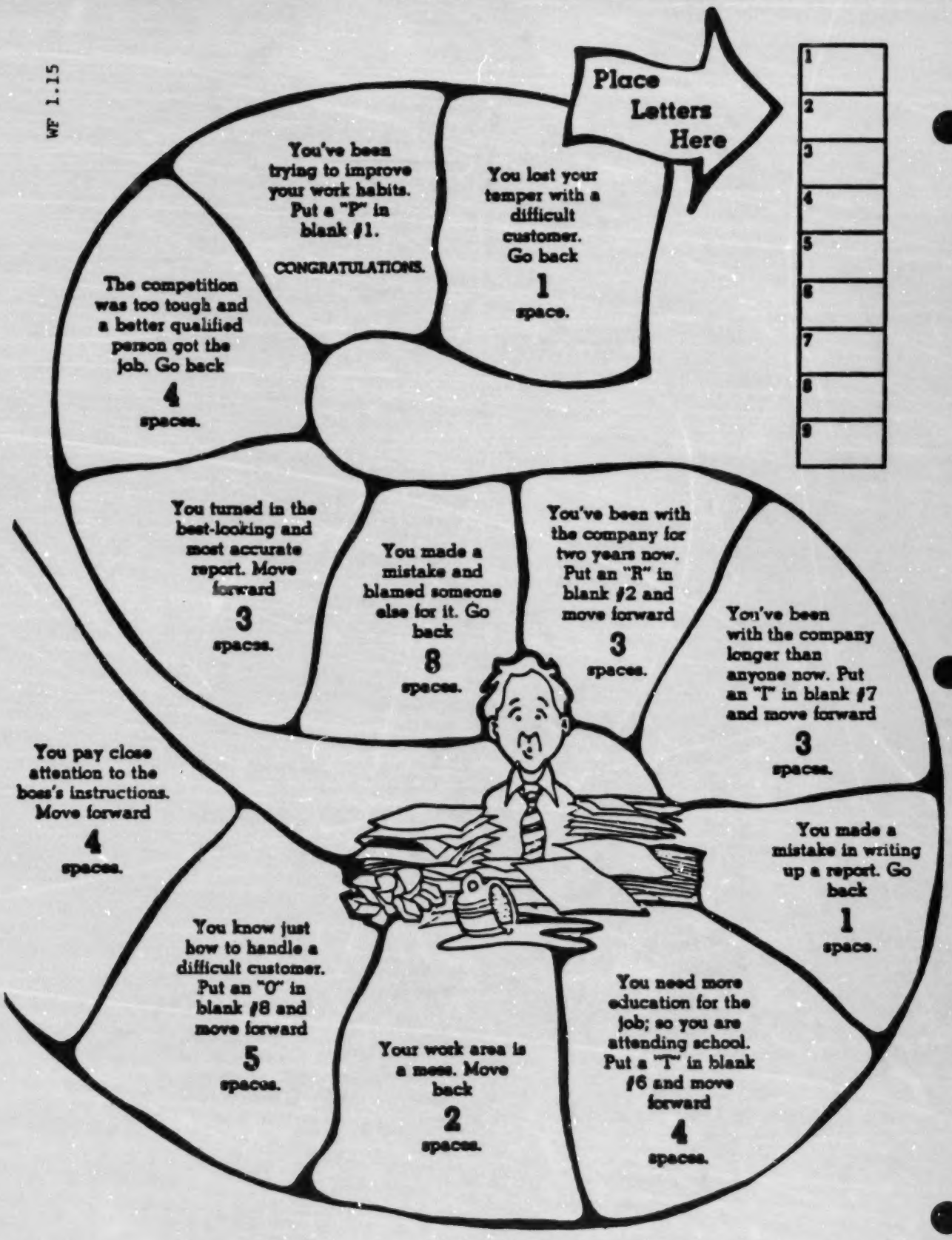
You can't get along with your co-workers. Go back
4
spaces.

You had a loud argument with a co-worker. Go back
3
spaces.

You "borrowed" a shirt from the sales rack and didn't return it. Go back
8
spaces.

You are taking a correspondence course in your type of work. Move forward
2
spaces.

WF 1.15


Place Letters Here
1
2
3
4
5
6
7
8
9
You've been trying to improve your work habits. Put a "P" in blank #1.
CONGRATULATIONS.
You lost your temper with a difficult customer. Go back 1 space.
The competition was too tough and a better qualified person got the job. Go back 4 spaces.
You turned in the best-looking and most accurate report. Move forward 3 spaces.
You made a mistake and blamed someone else for it. Go back 8 spaces.
You've been with the company for two years now. Put an "R" in blank #2 and move forward 3 spaces.
You've been with the company longer than anyone now. Put an "I" in blank #7 and move forward 3 spaces.
You made a mistake in writing up a report. Go back 1 space.
You need more education for the job; so you are attending school. Put a "T" in blank #6 and move forward 4 spaces.
Your work area is a mess. Move back 2 spaces.
You know just how to handle a difficult customer. Put an "O" in blank #8 and move forward 5 spaces.
You pay close attention to the boss's instructions. Move forward 4 spaces.

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PERENNIAL PROBLEM	What To Do Regarding Coordinating Work and the Family	HOMEMAKING SKILLS	
PRACTICAL PROBLEM	What Should I Do Regarding Providing an Economic Base?	Explore alternatives for personal development	
CONCERN/CONCEPT	Income Procurement/Self Fulfillment		

PROCESS SKILLS	CONCEPTS	STRATEGIES
		Place yourself on a scale of 1-10 (1 low, 10 super) as to how you feel about yourself. Why do you feel that way? Look at overhead transparency of Maslow's hierarchy of needs. In journal, write how you feel about yourself related to emotional needs. Complete statements similar to: --The way a parent/guardian feels about his/her job influences... --The way a parent/guardian feels about his/her job may be reflected in the home by... --When I work I feel...
	Rewards	Discuss the characteristics of a job that would help one feel fulfilled. Brainstorm the rewards a worker received at work, the rewards the family receives from worker and the rewards the worker receives from his/her family. Develop rewards that could be used for family members in appreciation of employment and of work done at home. Place on bulletin board. Discuss long and short-term rewards.

PROCESS SKILLS	CONCEPTS	STRATEGIES
PR		Use the practical reasoning process to decide: --for a teacher in Science to continue teaching or go into business. --for one to manage a restaurant or own one. --for one to be a salesperson selling paint at Sears or be a traveling salesperson for a paint company selling paint to factories in six states.
	Tradeoffs	Consider the consequences. Create a Swap Shop - With item brought as your assignment, exchange for another item when the number is called that is taped to the back of your chair. One may get to trade several times depending on number in class. Discuss the consequences of the tradeoffs. In large group discuss tradeoffs one family member can use for income procurement from another member. Brainstorm examples of tasks one member gives for an exchange of another task. Summarize in journal what it means for you to be self fulfilled at a job and what characteristics identify self fulfillment. Identify tradeoffs. How does your self fulfillment influence your family and your community?
	Improvements	Answer the following questions: --How could a family member be more fulfilled at work? --How could one be more fulfilled at home? --What choices does one have to improve self fulfillment? Involve family members in an effort to reward one another. Share examples in class at the end of six weeks. Panel of six employers/employees share how they have been fulfilled as workers. FHA/HERO - Do Swap Shop acting at FHA/HERO meeting.

PERENNIAL PROBLEM	What To Do Regarding Coordinating Work and the Family
PRACTICAL PROBLEM	What Should I Do Regarding Providing an Economic Base?
CONCERN/CONCEPT	Income Procurement/Realistic Expectations

HOMEMAKING SKILLS

Determine realistic job expectations

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Exploration of job/career	Close your eyes and vision yourself at your first job after high school. How old are you? Where are you? What type of job do you have? Can you vision your boss? Share thoughts with partner. Close your eyes and vision yourself at a job ten years from now. (Ask the above questions.) Share with partner. Draw a picture of yourself on a job ten years from now. Under the picture answer the following or similar questions. --Do you have the skills and qualities necessary for this job at the present time? If so, list. --If you do not have all the necessary skills and qualities at the present time, identify those you need to develop and list ways to gain qualities. --If you find that you need further training or education, are there plans for the financial help you will need in your personal or family budget? If not, what choices do you have? Estimate the amount of pay one receives for the following year based on a year's income for ten of the following jobs or you may substitute other jobs, if you wish. Choose (number depending on class size) to check for actual income. ____ 1. Factory worker at (local plant). ____ 2. Factory worker who has been there for 10 years. ____ Factory worker who has been there for 20 years. ____ Factory worker who has been there for 30 years.

PROCESS SKILLS	CONCEPTS	STRATEGIES
		____ 3. Beginning apprentice with a plumber. ____ 4. A plumber who owns the business. ____ 5. A secretary in a community agency office. ____ 6. A legal secretary. ____ 7. A loan officer with a bank. ____ 8. A teller at the bank. ____ 9. A beginning teacher in the system. ____ 10. A teacher with a Master's degree who has been teaching 10 years. ____ A teacher with a Master's degree who has been teaching 20 years. ____ A teacher with a Master's degree who has been teaching 30 years. ____ 11. A college professor who has been teaching for 10 years. ____ A college professor who has been teaching for 20 years. ____ A college professor who has been teaching for 30 years. ____ 12. A coach who has first job coaching in high school. ____ A coach who has 12 years of experience. ____ 13. A beginning engineer. ____ 14. An engineer with the State Highway Department. ____ 15. An engineer with a private business. ____ 16. A beginning waitress at first job. ____ 17. A waitress with 10 years of experience. ____ A waitress with 20 years of experience. ____ 18. A telephone operator. ____ 19. A telephone supervisor. ____ 20. A housekeeper at a motel. ____ 21. A housekeeper supervisor at a motel. Discuss the realities and expectations of each of the above positions.
	Self search	Use checklist on aptitudes and skills for a self search. Write an article titled "Investing in Yourself." List goals that you have for jobs or a career and identify skills, aptitudes and abilities you have that will reach the goals. Identify those you need to accomplish during school and tell what you could do to reach the goal.

PROCESS SKILLS	CONCEPTS	STRATEGIES
		Ask guidance counselor for recommendations of resources to help you identify skills, aptitudes and abilities. Choose one to three skills to be developed over the term and write a contract. Attainment to be reinforced by grade. Answer the following questions: How many years do you hope to be employed during your lifetime? How many years do you think you will be employed during your life? Based on the above information, how old are you likely to be when you retire? How many years has your mother worked away from home? Your father? Ask your parents how many years they thought they would be employed when they were in high school? How realistic has their goal been? What changed the number of years worked? Compare your expectation with your mother's/father's and write outcome in journal. Join a female group if you are a girl and a male group if a fellow. Separate group to opposite sides of room or adjoining rooms, if possible. Each group brainstorm for five minutes to complete the following sentence related to job and career: "Because I am a man, I must... (for the male group) or "Because I am a woman, I must... (for the female group). Record your responses in large writing on a large sheet of paper. Next, using a new piece of paper, brainstorm for five minutes as follows: (For the male group) "If I were a woman, I could..." and (for the female group) "If I were a man, I could.... In total group, listen as one person reads the two "must" lists, then the two "could" lists (four lists are posted). Reply to following questions: Are there any surprises? What are similarities in two lists of musts/coulds? What are differences in two lists of "musts" and "coulds"?
	Rewards	Number your paper from 1 to 10 down left margin as illustrated and continue copying the chart. (See drawing.)

Activities for Self-Awareness of Jobs/Careers						
I am a person who likes 1. 2.	1 Rank	2 Job	3 Proud	4 Influenced by family	5 Influenced by others	6 Rewards

PROCESS SKILLS	CONCEPTS	STRATEGIES
		In space on left write ten things you like to do which you consider applicable to a job. In Column 1. rank the order starting with your favorite activity as 1 and continue. 2. identify a job using this skill. 3. answer yes or no if you would be proud of this job. 4. check if you have been influenced by family member(s). 5. check if you have been influenced by others. 6. list rewards you should receive from this job. After completing the chart, summarize your findings by completing these statements. I have an interest to _____. I realize that I could be proud of _____. I am aware that my family has influenced me _____. I know that others have influenced me _____. I recognize the rewards _____. Brainstorm and list on blackboard rewards one expects to receive from employment. Categorize into patterns (personal or family economics). Brainstorm and list "headaches" one may receive from employment. How can we deal with each of these? IEE - Write an autobiography addressing the following points: --The way my past has influenced my choices for my future plans for employment. --The way my present circumstances are influencing my future plans for employment. --My future plans for employment. FHA/HERO - Listen to a motivational speaker discuss expectations and realities of income procurement. Work with committee to make exhibit for school or community on expectations/realities of employment. Use Guess the Job/Career activity. Answer yes or no to questions the member asks regarding the picture taped on his/her back. Likewise, you ask others so you can guess your job/career.

PERENNIAL PROBLEM	What To Do Regarding Coordinating Work and the Family
PRACTICAL PROBLEM	What Should I Do Regarding Providing an Economic Base?
CONCERN/CONCEPT	Income Procurement/Social Implications

HOMEMAKING SKILLS

Investigate social implications of employment

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Social status	Observe two items on your table (status symbols to which your students could relate--alligator shirt, tee shirt). Discuss the meaning of status symbols. Are the items status symbols? In what way? What do we mean by social implications? Do they reflect an economic level? Is economic level the reason for the status symbol? Are there other reasons? Having done research, debate one of the following topics. --Status is in the eye of the beholder. --All students should be required to wear uniforms at school. --Status is a reflection of work. --Status and income are synonymous. --Public assistance vs. taxpayer. Using pictures of earlier periods such as classrooms, athletic teams, uniforms for school, employee/employer, determine status symbols. How are they designated? Are the same status symbols present today? If so, why? Is it difficult to determine status symbols? Why? Discuss with grandparents the following questions. Share with class. --Did you have status symbols when you were my age? --Was this a goal people worked toward? --Why did it make a difference?

PROCESS SKILLS	CONCEPTS	STRATEGIES
		--Do you think status is as important in today's society? --Does it have a different meaning today? Discuss: --Does the type of work one does influence status for self and family? --Does a woman/man gain status because he/she works, because he/she stays home and is a community volunteer or public servant such as president of the school board? --Is your family affected by the kind of work you do? Can you think of a job you would not want your family or friends to know? Why? Find pictures in magazines that reflect status of work. Share how the picture relates to status—cafeteria worker in uniform. Place on bulletin board with caption "Status: Does It Matter?" Identify status in the following situations: --Mr. and Mrs. Alright were recently married. When introduced, Mrs. Alright was spoken to kindly, but when introduced to Bob's wife, the response was more caring and warmer. (Husband's job) _____. --In three months, Mrs. Alright became a vocational home economics teacher in an area school. She made home visits and participated actively at the county fair. Now she is known as Mrs. Alright. (Position-Teacher) _____. --On a TV talk show, Mrs. I, Mrs. E. and Mrs. A share the rewards of being full-time homemakers. Mrs. I believes herself to be a good mother for her two and four-year-old children. Mrs. E is a good traveling companion to her husband and Mrs. A received a 1,000-hour pin for being a volunteer at the hospital. (Position of women) _____. --Jim washes dishes at a local restaurant. At school he tells his buddies he has the most important job in the place because he keeps everyone else "happy." (Pride in work) _____.

PROCESS SKILLS	CONCEPTS	STRATEGIES
		County commissioners and City Council members are recognized at many banquets by being introduced with their wives/husbands. You may have noticed on TV that the reporters stand when the President of the United States enters the room. (Respect for the office) _____.
		Read article on handout sheet Status Also is in Beholder's Eye. Write a similar story relating status symbols with jobs and careers in your community. May include personal and environmental factors.
	Rewards	In small groups make a collage to show the social implications individuals or families gain from income. Identify with short captions. In journal, tell specific things your family derives. If they are negative results, what can the family do to deal with these feelings?
		List ten of your parents' friends. Mark those whose friendships began due to employment relationships. In the last year, how many times has your family been to a social function relating to people they work with now? Why do people who work together often socialize together? Is this an advantage or disadvantage? Support your answers with reasons. What are other social rewards received from workers' employment?
	Self concept	Note: Refer to perennial problem: What to do regarding nurturing human development area dealing with self concept if you need entry level information.
		Have you been influenced by things people have said to you like "You will be a lawyer when you grow up because you like to argue," "Stop acting so childish. Will you ever grow up?", "You'd forget your head if it wasn't attached"? Write down as many similar kinds of responses you can remember people saying to you. These may be negative or positive statements. With one of these statements in mind, get up and become a part of one of two circles, one going clockwise and one going in the opposite direction. When the teacher says stop, say to the person in the other circle whom you are near, "Hi, I'm _____ and I would lose my head if it weren't attached." The person you have spoken to replies with, "Hi, I'm _____ and I am going to be a lawyer when I grow up because I like to argue." Continue for five minutes, sit down, and respond in discussion to:

PROCESS SKILLS	CONCEPTS	STRATEGIES
PR		--How did you feel when you did this experience? --Did the people with positive statements act differently than those with negative statements? --What non-verbal communication did you see? --Are our self concepts affected by the things people say to us? Choose one of the positive statements you have been told and write a paragraph on how you can use it to your benefit to continue to build your self concept in the world of work. Choose one of the negative statements and use the practical reasoning process to deal with the problem. List and critically examine the accuracy of positive and negative expectations of yourself which others have expressed. ("I always thought you would be a teacher...") Answer the following questions: Do I agree with the expectation? Why or why not? In a small group compile a list of positive ways employees can build self concept at work. Make a list of negative ways employees can lower self concept. Change negative ways to positive ways. (A waitress already overburdened with work is told by the boss to hurry as there are people waiting. Change to "Maria, I see you are extremely busy. May I help you by...?") Share lists with others in class. If you are employed, choose a partner who is also employed. If you are not employed, choose a partner who is not employed. If you are employed, prepare four slogans to post at school to help employees have a good self concept. If you are unemployed, prepare four slogans to put up at home to help members who are employed. After the class has observed all of the slogans, choose representatives from the employed groups to talk with principal to have approval to post (teacher may need to discuss with principal before experience) in cafeteria, custodian office and teacher lounge to build self concept for employees and report any reactions to class. If you are in unemployed group, put two up at home. Report back to class on reactions of family members. Reflect and write a paper or statement, "It has been said that some people are unemployed because they have such a negative self image that they never ask for a job."

PROCESS SKILLS	CONCEPTS	STRATEGIES
		IEE - Get family together or interview members one at a time and develop a list of family strengths on the employee/employer relationships as related to your family. You may use similar topics as listed below to direct your questions. --Fun things we do together --What family members appreciate about the family --What we are grateful for concerning our family --Strengths and good qualities of different family members Post, in family room or in conspicuous spot, a family banner representing each family member's strengths to encourage family support. FHA/HERO - Help to build someone's self concept at work by recognizing his/her need for support. Turn in an account of what you have done in six weeks.

WF 1.18

The Lighter Side

Status also is in beholder's eye

By Dick West

WASHINGTON (UPI) — Status, like beauty, smog, pollen and cinders, is in the eye of the beholder.

Attributes that might incite hero worship at, say, a truck stop wouldn't necessarily impress the crowd at, say, a polo game. And vice versa.

I mention this by way of cautioning readers of Penthouse, whose July issue features a list of Washington status symbols. Penthouse sometimes confuses status symbols with mere perquisites, or what are known in labor-management quarters as fringe benefits. Here is a representative sampling:

- "Having your phone bugged."
- "Use of the presidential box at the Kennedy Center."
- "Catching the president's cold."
- "Exotic trees in your office, courtesy of the National Arboretum."
- "Having a baby animal at the National Zoo named for you."

I can see how these goodies might serve as prestige-enhancers in some government circles. But let no Penthouse reader be misled into assuming they would be recognized as status symbols throughout the capital.

For status-seeking purposes, the federal establishment may be loosely divided into four segments: Civil Servants, Policy Makers, Heavy Hitters and Eggheads.

Civil Servants are the bureaucrats who actually do the work.

Policy Makers, including lobbyists, consultants, whistle-blowers and other fringe groups, spend all their time trying to get a point across.

Heavy Hitters are congressional committee chairmen and department heads.

Eggheads are the token intellectuals who think things through.

Their status symbols are not necessarily interchangeable. This point is nicely illustrated by lunch.

Civil Servants, as a class, eat lunch in government cafeterias; Policy Makers have three-martini lunches in posh restaurants; Heavy Hitters have private dining rooms adjacent to their offices; Eggheads bring their lunch from home in brown paper bags.

The "perks" desired by parts of the federal establishment leave other parts entirely uncovetous, as we shall see if we apply a couple of Penthouse's status symbols to the four segments isolated above.

A Policy Maker who wangled seats in the presidential box at the Kennedy Center would gain status only among other Policy Makers, plus a few Civil Servants who stood in line to buy tickets.

Heavy Hitters would not be interested in watching a performance from the presidential box unless the president also was present.

And Eggheads would prefer to drink in culture from a blanket spread on the lawn at Wolf Trap Farm.

As for "Having your phone bugged," only Civil Servants could derive status from that.

Policy Makers would be the ones who ordered the bugging. Heavy Hitters would have security decoding devices that scrambled their telephone conversations. And Eggheads would use the pay phone at the end of the corridor.

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PERENNIAL PROBLEM	What To Do Regarding Coordinating Work and the Family
PRACTICAL PROBLEM	What Should I Do Regarding Providing an Economic Base?
CONCERN/CONCEPT	Income Procurement/Independence vs. Dependence

HOMEMAKING SKILLS

Identify personal levels of independence

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Adulthood expectations	Observe display of attractive material things. (Teacher prepares one according to values and ages of class—current record album, recent concert ticket stub, concert T-shirt, designer jeans, cigarettes, toy car.) Respond by making a list of those things you'd like to have. Think about how you will obtain these "things." How many of you immediately thought your parents would buy these? Are these things "must haves" or "nice-to-haves"? Are they immediate or permanent? Will they bring happiness or pleasure? (Is there a difference why?) Read each of these situations and categorize as adult or youth statements. --The house rent payment comes first in our list of expenses. --There's a blouse on sale which I intend to buy as soon as I get paid! --I have to take Gail to the dentist. May I please have $30? --I'll call home and get a ride that way. --The gas bill is too high! --I take three 30-minute showers a day in the summer. --I'm going to the store. Please give me some money for a snack. --I'm stopping for a beer on the way home from work, so I'll be a little later than usual. --I'm going to get that sound system for my car with my income tax refund money.

PROCESS SKILLS	CONCEPTS	STRATEGIES
		What do these statements have to do with being an "adult" or "youth"? Are there adults who are youths? Does being 25 mean you're an adult? Why or why not? Write your own definition of what being an adult means to you. Brainstorm other situations and/or TV shows where adulthood expectations are being questioned by others in the drama. What effect do they have on the others in the situation?
	Responsibilities of being independent	Using resources (personal if you work or parent/adult if you don't work) develop a list of responsibilities you have to assume in order to be independent. Do you think of independence as something you strive to attain? Do you want to be independent? Why or why not? Does it seem overwhelming to you? Are you satisfied being what you are? How long do you think this satisfaction will last? Are you more understanding of what frustrations your parent(s)/guardian feel when they are confronted by the limits of their resources? Share your feelings with the class. Invite persons at various stages of being/becoming independent to form a panel. Develop some questions to ask these people. (Are you happy? What do you plan to do? Are you frustrated/unhappy with your circumstances? Why?) --Recent graduate living at home, going to college full time and working part time. --Recent graduate living at home, working and buying a car. --College student living near campus whose parents are paying full expenses. --Recently divorced parent who has been home with the children and has no employable skills. --Employed male/female (35-40) with family. --Employed male/female living alone (20-25). --Unemployed male/female living at home (20-25). --Unemployed male/female who has recently been laid off with no prospect for future rehiring. Write a summary of the presentation including some of the findings of the class. Who seems most dependent? Who seems happiest or most satisfied? Who seems most independent? Give reasons for your conclusions.

PROCESS SKILLS	CONCEPTS	STRATEGIES
		Respond to the statements made at the beginning in which you were asked to separate the adult from the youth (independent from the dependent). Change each youth statement to an adult statement and include, if you want, the alternative for leaving the statement stand as is. Then analyze the consequences involved for each statement. Consider how each decision will affect the adult, the youth, relatives, the community.
	Recognizable dependent states	List situations where people are not independent. (Handicapped, college student, displaced homemaker.) How do you feel about these people? Are they a drain on society? How do they affect you, your family and your community? FHA/HERO - Using Impact planning process develop a service project which would help those people in the recognizable dependent states. Also develop a network of "Where the Jobs Are" and share with those of your membership who have expressed a desire or need to work. Individually complete these sentences: --I learned that young adults may experience these kinds of problems when becoming independent.... --When people are dependent they feel.... --When people are independent they feel.... --When dependency is an accepted fact of life, I feel responsible.... --I think everyone who can, should become independent....
		Consider positive effects on people who are independent and are able to cope with responsibilities successfully. Consider the negative effects on a total society which (who?) has too many people dependent upon the system for the responsibility they are not assuming.

PERENNIAL PROBLEM	What To Do Regarding Coordinating Work and the Family	HOMEMAKING SKILLS
PRACTICAL PROBLEM	What Should I Do Regarding Providing an Economic Base?	Explore home-based careers
CONCERN/CONCEPT	Income Procurement/Home-Based Careers	

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Definitions	Referring to bulletin board, collage, or collection of pictures (teacher prepares) brainstorm different types of home-based careers (farmer, dentist, doctor, beautician, insurance, architect, artist, caterer, consultant, seamstress, tailor, computer-based careers). Answer following questions: Were you aware of the number in existence? Which ones need training and/or a high level of equipment? Which need a moderate level of training/equipment? What types need little or no training/equipment. Select a career which appeals to you. Using Occupational Outlook Handbook, research what types of training would be needed for that career and for application to home-based career. Define words such as cottage industry, electronic cottage, prosumer, computer hardware, software, floppy disks, technosphere, infosphere, sociosphere, electronically-expanded family. (Refer: Toffler, The Third Wave, pp. 210-242.)
	Present expectations	Interview five or more people you know who have home-based careers. What do they feel about their careers? What did you observe as you interviewed them? Were they busy and couldn't stop? Were there interruptions? What problems have they encountered? What kind of home space would you need? Equipment? Make a list of questions you would like to hear discussed by people who have home-based jobs/careers. (How is your home life affected by the job? What type of fringe benefits do you have? -- social security, private retirements, health insurance? Listen to a panel of men/women describe their home-based careers.

PROCESS SKILLS	CONCEPTS	STRATEGIES
		Look over your chosen career again, do you have the skills/talents/desires to do this? If not, select another home-based career which would realistically suit you. Give reasons for your change of mind and why you feel this is a better choice for you. Using references and your newly-chosen occupation, make a list of advantages/disadvantages of this career. Consider salary, time, equipment, space, expense and hours you would/could work. After your list is complete, (transfer in two columns--advantages/disadvantages) knowledge about career onto large pieces of paper and post around room--share findings with others (Advantages: lots of income tax, flexible hours; Disadvantages: privacy, no benefits). Research by using media center librarian for help to find futuristic articles on Cottage Industry, Electronic Cottage or Homes/Family Life for the future. Report findings to class.
	Future expectations	Assuming that by the year 2000, 15% of work force is employed part or full time in the home, write your own situational story of a home-based career family in 2000. You may want to address the following concerns: How would working at home change the quality of our personal relationship or the meaning of love? How will family structure be? How will relationships be formed? What would life be like in the electronic cottage? What characteristics will you look for when choosing a marriage partner? What relationship will the family have in the community? As a roving reporter, interview two students and two adults on ideas of what they think the future home will be like? Where will they work? Report back to class on ideas of the future. Are the individuals interviewed making any preparation for changes? Answer the following questions: --What types of home-based careers are there? --What are three advantages and disadvantages of home-based careers? --What qualities would a person need to be successful in a home-based career? Would these qualities be the same or different from other types of careers? How? Why?

PERENNIAL PROBLEM	What To Do Regarding Coordinating Work and the Family
PRACTICAL PROBLEM	What Should I Do Regarding Providing an Economic Base?
CONCERN/CONCEPT	Management of Economic Resources/Financial Planning and Responsibilities

HOMEMAKING SKILLS

Develop a financial plan

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Reaching goals through financial planning	Identify one item you want badly enough that you are willing to make sacrifices in order to obtain. Use the $100 bill (play money) given to you to help achieve this spending goal. List the way or ways which you believe the $100 would be most useful to you. Make a bulletin board or poster using the caption "Where Does All the Money Go?" Display items which teenagers buy. Complete worksheet supplement *The Winner. Prepare a list of your short-term and long-term goals. Underline those which involve financial planning in order to achieve. Place these lists in your folder for future reference. Using resources, list characteristics of financial planning and be able to discuss how it helps achieve goals. Read resources then divide into groups. List family needs, wants and goals which make up the cost of living. Decide which of these can be accomplished by using human capital to make money and which can be accomplished only by using debt. Compare your list with those of the other groups--be prepared to debate any classroom differences.

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Planning and risks	Read selected references on risk taking. Compare the two case studies given in which two different types of risk are indicated. See *Risk Taking Case Studies. Analyze the case studies and be prepared to answer the following questions and support your answers. Which situation involves the greater individual risk? Which situation involves risk to the largest amount of people? Do you value money in the same way you value life? Do you consider going into debt a risk? How do the risks involved differ? In terms of your future, can the risks taken in Case Study 2 be almost as devastating as those in Case Study 1? If yes, in what ways? If no, why not? Analyze the following statement, "No planning involves taking risks daily!" Prepare a cartoon, poem or case study in which you relate this statement to financial planning.
	Making financial decisions	Use references to define terms. Include budget, advertisement, fixed expenses, flexible expenses, upkeep, credit and investment. Develop a plan of spending using your current allowance or income for one month. If you have no income, see teacher for a realistic amount to use. List needs and wants, short-range goals and at least one long-range financial goal. (Refer to goals listed earlier in folder.) When developing your plan you must determine priorities and allow for possible emergencies. Keep records of actual expenditures throughout the month. Develop a plan for securing or budgeting for FHA/HERO dues.
PR		Using the practical reasoning approach compare your plan for spending and your actual expenses. Explain your alternative choices and the consequences of those choices. Will it help you achieve your short-term goals? Financial plans? Long-term goals? How will this affect your family? Analyze the success of your monthly financial plan according to how well you were able to stay with your plan. FHA/HERO - Have a mini-poster contest using the theme "Where Did All The Money Go?" Each person or group will illustrate resources, needs, wants and goals and depict on poster how these were met. Posters will be displayed in showcase with winners receiving credit for successfully completing a personal encounter project.

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Long-range financial responsibilities	Discuss the alternatives and consequences of saving for the future. Using resources, list the various methods of saving and develop an evaluative process for determining a long-range financial plan best suited to your situation. FHA/HERO or IEE - Survey five families in your community to determine whether and how they budget. Answer these questions: Do you have a plan for spending? Do all family members help with the plan? Are you a multiple income family? Who controls or is the "watchdog" over the plan? If you have a budget, do you find it easy to stay within? If you don't have a budget do you think it is a good idea? Publish results in local newspaper or in school newspaper.

WF 1.21

THE WINNER

Your ideas about how you would spend money give some indication of your values. Your choices may reflect your hobbies and interests, the needs and desires of your family and friends, and your ideas about the causes you feel deserve support!

If you won $100, what would you do with the money? Explain what you would do and tell why.

What I Would Do	Why
_____	_____
_____	_____
_____	_____

What would you do if the amount you won was $10,000? Explain what you would do and tell why.

What I Would Do	Why
_____	_____
_____	_____
_____	_____

If the amount was $100,000 what would you do with the money?

What I Would Do	Why
_____	_____
_____	_____
_____	_____

Now list three ways you spend money in real life and give your reasons for spending your money as you do.

Three Ways I Spend Money	Reasons I Spend Money These Ways
_____	_____
_____	_____
_____	_____

What differences do you see between your plans for the imaginary winning and the way you spend money in real life?

RISK TAKING CASE STUDIES

CASE STUDY 1

The day had finally arrived--the senior picnic and I am a senior! It's hard to believe that the weather is as perfect as my mood. God must be smiling on us today. Dad has given me the car with the only condition that there be no drinking when driving. What does he know, he drinks plenty at parties and drives home. Oh well, nothing will ruin this day for me. I'll pick Sue up around 10:00 and we can meet Russ and Jane, Tom and Alice at the picnic. We've been buddies since first grade and today is a day to celebrate. Russ brought a case of beer and Tom has a fifth of whiskey. WHAT A PERFECT DAY! Around 6:00 p.m. the perfect day ended abruptly. On the way home in the midst of the laughing and singing the oncoming car was not seen! A PERFECT DAY FOR WHAT?

CASE STUDY 2

Rita and Joe were recently married. Joe had completed two years of technical education and had an excellent job with Firestone. Rita had worked as a secretary for two years and had a small savings. With two incomes they felt pretty secure and knew they would wait to start a family. Rita and Joe hated the idea of throwing money away on rent so they decided to buy a house as soon as possible. They found a nice small house that only required $5,000 down and they were sure they could swing the $350 a month house payments, after all, combined they had a $1,200 take-home pay a month and only an installment loan of $175 a month for their new car. However, Rita became pregnant much sooner than planned and had a very difficult pregnancy. The doctor demanded she quit work and stay home when she was only four months pregnant. This would make things a little more difficult but they would make it. The next blow was totally unexpected--Joe lost his job due to company cutbacks and was unable to find another one in his town.

PERENNIAL PROBLEM	What To Do Regarding Coordinating Work and the Family
PRACTICAL PROBLEM	What Should I Do Regarding Providing an Economic Base?
CONCERN/CONCEPT	Management of Economic Resources/ Multiple Income Families

HOMEMAKING SKILLS

Investigate advantages and disadvantages of multiple income families

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Economic resources in the family	Role play the following situation—A young couple was recently married. They are visiting friends and the topic of why they got married was being discussed. In the course of the conversation it became apparent that the young woman married simply for financial support—she didn't want to work. The young man indicated he was looking for someone to do his laundry and take care of him. React to this situation. Is it typical of marriage role perceptions today? FHA/HERO or IEE - Plan a panel discussion of married couples' views on the source of economic resources in the family from various generations. Try to have a newly married couple in their 20's or late teens, couples in their late 30's or 40's, couples in their 50's or 60's and a couple in their 70's or 80's. Ask them to express their views on multiple income families and whether or not they affect the marriage relationship. What are the alternatives and consequences of meeting the economic resources of each couple? Are there generational differences?
	Advantages and disadvantages of the multiple income family	Using references, develop a fact sheet on employment predictions for men and women to the year 2000. Also, develop a fact sheet on cost of living predictions. Analyze the relationship of the two. Prepare a graph which will demonstrate the significance of one to the other. (Women working outside the home is the most important social change of the 20th century.) Debate the topic "The Multiple Income Family Is Able To Enjoy 'The Good Life'."

PROCESS SKILLS	CONCEPTS	STRATEGIES
		Interview a number of two-income families and ask the following questions: --What type of employment does each person have? --Did the jobs require advanced education? --Why are both working? --Did both partners plan to work after marriage? --Did they plan for the wife to work after marriage, after children? --Have there been benefits to the family such as increased income and satisfaction? --Have there been sacrifices on individual members or on the family as a whole? --Have the benefits outweighed the sacrifices? --What adjustments have to be made when husband and wife are working? --Has your family developed a workable plan for meeting individual and family goals? Compile results of the interviews and present findings to the class. Choose one of the following topics and write a paragraph explaining your feelings on the topic. --"I Wish I Were In A Two-Income Family" --"I Prefer To Be In A Single-Income Family"
PR	Achievement of wants and goals	Read *Case Study. Answer the questions at the end of each case study. Determine a personal long-range goal. Indicate how a two-income family would help you achieve this goal in much less time. What factors will be involved in achieving this goal? Is it possible to achieve the goal just as fast with only one income? If yes, why? If not, why not? Respond to one of the following statements. --"The More You Make The More You Spend" --"The More You Have The More You Want" In other words, for some families it is never possible to manage their money realistically. Prepare a skit depicting either of these problems which afflict many families today.

PROCESS SKILLS	CONCEPTS	STRATEGIES
PR		Analyze the information given and through the practical reasoning approach determine which investment option seems best for multiple income families. (You may wish to structure this for a specific family.) Also, indicate why investments can be more feasible for the multiple-income family than the single-income family. FHA/HERO - Prepare a showcase showing the implications of the multiple-income family for the future. Refer to resources given throughout our study of multiple-income families.

WF 1.22

CASE STUDY

Angie and Frank are career people. Angie is an attorney and Frank is an engineer. Their combined income is well above average and they are able to purchase the basic things they need and want. They have an 8-year-old son, Jason, and a 10-year-old daughter, Michelle. Both children are exceptionally bright and active youngsters. Angie and Frank encourage them to participate in as many activities as possible as they believe this will help them excel. As one might imagine, Angie and Frank are extremely busy and rarely at home.

Answer the following questions:

1. What problems do you see arising in this family?
2. What are some alternatives and consequences to these problems?
3. What values and goals can you find in this case study?
4. What sacrifices do you believe Angie and Frank are making? What tradeoffs?
5. What sacrifices do you believe Jason and Michelle are making? What tradeoffs?
6. What solutions might you suggest for some of their problems?
7. How have your values affected your solutions for this family?

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Pete and Lucy have been married 18 years and have a 16-year-old son, Doug, and a 15-year-old son, Greg. Pete manages the neighborhood service station and Lucy recently started working at McDonalds and helps part time with books, etc., at the service station. Greg has a paper route and Doug works part time at the service station. Their combined income is very good and they are able to live comfortable.

Answer the following questions:

1. What problems do you see with four people in a family working?
2. What problems might arise with Lucy starting another job?
3. What are some alternatives and consequences to their problems?
4. What values and goals are obvious to you in this case study?
5. What sacrifices and tradeoffs do you believe this family may be making?
6. What solutions might you suggest for some of their problems?
7. What personal values have affected your decisions?

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PERENNIAL PROBLEM	What To Do Regarding Coordinating Work and the Family	HOMEMAKING SKILLS	
PRACTICAL PROBLEM	What Should I Do Regarding Providing an Economic Base?	Assess costs of employment	
CONCERN/CONCEPT	Management of Economic Resources/Cost Factor of Employment		

PROCESS SKILLS	CONCEPTS	STRATEGIES
		Role play the following situation. You are 16 and were just hired by the local bakery. The bakery is five miles from your home and you must rely on an adult for transportation. You have just been told there will be a charge of $5 a week for transportation. React!
	Factors affecting cost of employment	Divide into groups of three or four. Research the following factors in regard to cost of employment. --Transportation costs for the average working person in your community for one week. For example, bus fare if in a city, cost of automobile operation (gas, insurance, purchase of a car, upkeep of car), rapid transit or subway—if in a city, carpool option. Chart all costs and prepare a class presentation (skit, role play, interview, bulletin board, posters). --Child care costs and requirements for one week. Explore babysitting (family versus others), day care centers, preschool. Chart all costs and prepare a class presentation of your findings. Refer to transportation for possible types of presentations. --Costs of household help in your community for a week. Many times when both parents work, or in a single-parent family it becomes necessary to hire help for household tasks. Explore the cost of cleaning persons, cleaning service agencies, also, include the personal cost to your family if you decide against hiring any help. Include lawn care. Chart your findings and refer to transportation for possible types of presentations.

PROCESS SKILLS	CONCEPTS	STRATEGIES
		--Costs of clothing for the average working man or woman in your community. Choose four or five types of jobs (nurse, teacher, secretary, beautician, mechanic). Interview these people to discover types of clothing required for their job. Check various stores to get a cost estimate. Chart your findings and check transportation for types of presentations. --Cost of eating lunch in a restaurant for a week in your community. Check various types of restaurants, such as, fast food, moderate priced, and high priced. Also get an estimate if you decide to brown bag. Chart the costs and check transportation for possible types of presentation.
	Hidden cost factors	Brainstorm all cost factors of employment which have not been researched. Using resources, define income tax and deductions. Use government tax booklets to determine approximate percentages withheld from pay. If working analyze your own pay stub and report to class percentage withheld from your check. IEE - Examine withholdings from various companies in your community. You might accomplish this through examination of family or friends' pay stubs. Report findings to class either verbally or with a poster. Be prepared to answer questions in regard to your findings.
	Goal attainment in relation to cost factors	Using the interview technique explore initial money outlay for various jobs (carpenter, plumber, farmer, small business person). Compare this to money outlay for teachers, nurses, doctors, attorneys and other professionals. Examine such aspects as: --How much money was required to start this occupation? --How long before you realized a profit (in other words, money for initial outlay had been returned)? --Are there jobs which require no initial money outlay? --Does initial money outlay involve more than the purchase of tools and equipment? --Can you consider college or trade school an initial money outlay? --Why do people pursue occupations which may cost $20,000 to $300,000 initial money outlay?

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PROCESS SKILLS	CONCEPTS	STRATEGIES
		--When selecting an occupation or a job are there more aspects to consider than cost factor of the employment? --If you wish to pursue an occupation which requires further education, have you considered the initial money outlay for this occupation? Would this consideration cause you to seek a different type of occupation? How do your values and goals enter into your decision? Debate the issue "It is senseless to spend $40,000 on a job that pays $15,000 to $20,000 a year." Using the interview technique, explore the expenses a salesperson or a professional person may encounter without immediate reimbursement. Examine such factors as: --How are commissions paid? Who pays housing and food costs when traveling? --How do you manage financially when job expenses are great and reimbursement or sales commissions will not be realized for several months?
PR	Cost factors may exceed income	Examine the *Case Study. Using the practical reasoning approach, decide how you believe the family should deal with the situation and why. FHA/HERO - Offer babysitting services for working parents in your community with small school-age children for a semester. Make yourself available early in the mornings and after school. Place posters in your neighborhood advertising your services or contact neighbors and friends and offer your services.
PR		Analyze and compare all information given from class research concerning transportation, child care, household help, clothing, and food costs. Select one type of employment and use the practical reasoning approach to see if it would be feasible for you to accept such a job. After comparing decisions with classmates, answer the following questions: --Did values enter into your decision? In what ways? --Are your choices similar or different than the majority of your classmates? If different, why?

PROCESS SKILLS	CONCEPTS	STRATEGIES
		--Do you believe a working adult would make the same decisions and for the same reasons as you did? --Is it always profitable for both partners to work? Why or why not? --Are there reasons other than money that may make it profitable for both to work?

WF 1.23

CASE STUDY

Sam and Elaine have been married for eight years and have three children ages 2, 5 and 7. Sam is a teacher at the local high school and Elaine is a homemaker. Elaine was 18 when she married Sam and did not have the opportunity to attend college. She really enjoys the many rewards of being a mother and wife; however, she believes her life is not really very fulfilling. Financially they really struggle on a teacher's salary; however, Elaine isn't trained for any occupation. She had typing and shorthand in school but her skills are rusty and she really can't compete with today's highly skilled secretary.

She approached Sam concerning her lack of fulfillment and suggested she look for a job. He was very hesitant at first and couldn't understand why her present occupation wasn't fulfilling enough for any woman. After dealing with some rather difficult teenagers in high school, Sam believed the "job" of parenting was more important than any job she could find. However, after much consideration Sam gave in and said, "Okay, see what you can find." After about a month of searching Elaine found a job as a clerk in a local clothing store. She will receive a discount of 20 percent on all clothing purchased. She was to start work the following Monday and would be paid minimum wage. Since Elaine is the "new girl," she has odd hours and rotating shifts. Some weeks she will work 20 hours and some 40 hours.

Review all the information you have been given on cost factors of employment and answer the following questions:

1. What additional cost factors will Sam and Elaine encounter because of Elaine's employment?

2. What effects will her employment have on her family? Can these effects be a <u>cost factor</u> even though money may not be involved?

3. What effects will her employment have on Elaine? Can these effects be a <u>cost factor</u> even though money may not be involved?

4. Is the cost factor of Elaine's employment almost as much or more than her earning power?

5. Will the 20 percent discount on clothing cause Elaine to change her values on clothing and purchase more than they can really afford?

6. Using the practical reasoning approach, decide whether Elaine should continue her employment. Be certain to consider benefits to Elaine and her family as well as cost factors involved.

PERENNIAL PROBLEM	What To Do Regarding Coordinating Work and the Family
PRACTICAL PROBLEM	What Should I Do Regarding Providing an Economic Base?
CONCERN/CONCEPT	Management of Economic Resources/Use and Abuse of Credit

HOMEMAKING SKILLS

Investigate credit options

PROCESS SKILLS	CONCEPTS	STRATEGIES
		Use clues provided by teacher to go on a scavenger hunt. (All clues should involve words which will be used in study of credit.) FHA/HERO - Take a folder from teacher's desk and give teacher 10¢ for the use of her folder. Clipped to the front of the folder will be a statement of the terms of your credit agreement, plus a contract which must be signed by you and the teacher. (Use agreements for installment credit, revolving credit). At the end of your study of credit, calculate the amount of credit charged for your 10¢ folder according to your original credit agreement. Prepare a mini-poster stating the type of credit involved, credit agreement and total cost of the 10¢ folder. Place your poster on the bulletin board and pay the teacher the remainder owed for the folder. This money will be used toward your FHA/HERO dues.
	Use of credit	Using resources, write a definition of credit and develop a list of good reasons for borrowing. Observe role plays of the following situations and determine the alternatives and consequences in each situation. --John and Marsha had been married one year and felt they couldn't afford hospitalization. Marsha required emergency gallbladder surgery and had no way to pay the bill.

PROCESS SKILLS	CONCEPTS	STRATEGIES
		--Lamar always wanted a business of his own. He is deeply in debt already; however, he has been offered an unbeatable deal on the corner donut shop. --Shannon has always wanted to go to college. She has a job but knows it won't put her through college. Her parents are divorced and are not able to provide any help. It seems her only alternative is to borrow money. --Ron knew he was going to get a promotion and a raise. He felt he could buy a new car on time before the expected raise. However, the company developed financial problems and had to put a freeze on raises. Using resources, develop a plan for borrowing wisely and yardsticks for credit buying. Share plan with class. Using references, research types of advertisements and their relationship to the use of credit. Collect advertisements which include the option of credit use or are advertisements for credit. Identify the appeal or "sales pitch" to persuade the consumer to use the credit option or to take out a loan or use credit in some other way. Discuss the following questions: --What does the advertisement emphasize in relation to credit? What does it downplay? --What type of credit is offered? --Is the choice of credit in this situation a good use of credit or is it not advantageous to the consumer? Defend your position.
	Cost of borrowing	Brainstorm why it costs to borrow money. Select a secretary or FHA/HERO class chapter secretary to keep list of ideas. Compare lists to reasons given by guest speakers later in unit. Complete exercises on figuring interest rate.

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Ability to borrow	Listen to a resource person on how to establish credit and about the Fair Credit Reporting Act. Complete credit application form. Use this in your role play situation. Role play the procedures involved in obtaining a loan. A member of the group should act as interviewer for a loan company and another member as applicant for a loan. Class discuss the decision about granting credit in each situation. IEE - Interview a loan officer at a bank or savings and loan. Obtain information concerning who can borrow, cost of borrowing, types of services.
	Types of credit	Using references, prepare a list of the various types of credit and advantages and disadvantages of each.
	Government regulation	Using resources, list the regulations which the government has in regard to consumer credit. Research and debate the topic "The U.S. Government Has Too Many Restrictions on the Free Enterprise System."
PR		Role play minute dramas with a partner on credit purchase. Decide whether credit should be used for expenditure. Use the practical reasoning to defend your answer. Refer to FHA/HERO Activity at beginning of module. Determine the cost of credit on your folder and complete assignment as given at the beginning of unit.

PERENNIAL PROBLEM	What To Do Regarding Coordinating Work and the Family
PRACTICAL PROBLEM	What Should I Do Regarding Providing an Economic Bas?
CONCERN/CONCEPT	Management of Economic Resources/Needs and Wants

HOMEMAKING SKILLS

Assess needs and wants

PROCESS SKILLS	CONCEPTS	STRATEGIES
		Draw a small circle in the middle of a sheet of paper—write word "needs" in circle. Draw lines extending from circle—write a need on each line. Select the one which seems the most important. Repeat for wants. Role play a need or a want assigned to group. Evaluate and categorize actions into needs and wants. Using resources, define needs and wants and interpret how they will affect financial management. Brainstorm needs which are common to all people. Summarize and try to arrange in order of importance. Test your ideas about universal needs against one or more of the suggested readings.
	Varying theories on human needs	Anonymously write a sentence on an index card describing situations that make you happy. Pass cards to the front of the room. One person will read each card and you will categorize according to Maslow's five basic needs. Determine which needs theory most accurately describes your position through prioritizing needs and wants list. Construct a two or three-dimensional model of Maslow's basic needs hierarchy.

PROCESS SKILLS	CONCEPTS	STRATEGIES
		Draw a diagram to illustrate the relationship among the following elements: self, goal, need, want, environment, worth, motivation, resources, decisions, values, behavior. Use references to determine if the relationship is linear, three-dimensional or other. What cause-and-effect relationship is evident between or among any of the components or do the components simply exist together simultaneously?
	Individuals differ	Cut pictures of items from magazine ads and place on posters in front of room entitled "Needs and Wants." Discuss each with class and make a list that can be both or either needs and/or wants. Read each of these situations and describe how some things can be considered a need and a want. --You choose an ice cream sundae over a glass of milk. --You choose a stalk of celery over french fried potatoes. --You choose a friend because of his/her popularity and connections. --You choose a friend because he/she is fun and you have a lot in common. FHA/HERO - Conduct a survey in school and community to determine the following: --Approximate percent of income used for needs. --Approximate percent of income used for wants. --Is it a single or multiple income family? --If a multiple-income family, is the family able to purchase more wants in proportion to needs? Write a summary of survey results and publish results in school or community paper or prepare showcase display.

PROCESS SKILLS	CONCEPTS	STRATEGIES
PR	Relationship between needs and wants and financial management	Respond to the following situations indicating the alternatives and consequences in each financial management situation. Include the alternative of taking no action. Consider how each decision affects all family members. --Jeff is a senior in high school and an excellent student. He wants to attend a university which has a highly rated engineering school; however, it is quite expensive. His parents want him to attend the local university because it is much less expensive. Help Jeff solve his problem. --Sue and Larry have been married for five years. They both work and make an adequate salary to take care of their needs and buy some wants. They both like to travel and save for a yearly trip. They have recently decided it is time to start a family. How will this decision affect their present lifestyle? What values and goals enter into their decision? List your wants and needs. Prioritize top three. Use the practical reasoning process to examine alternatives/consequences - What should I do to obtain resources to meet those three needs?

PERENNIAL PROBLEM	What To Do Regarding Coordinating Work and the Family	HOMEMAKING SKILLS	
PRACTICAL PROBLEM	What Should I Do Regarding Providing an Economic Base?	Analyze and evaluate personal and family financial values and goals	
CONCERN/CONCEPT	Management of Economic Resources/Values and Goals		

PROCESS SKILLS	CONCEPTS	STRATEGIES
		Build an object out of construction paper which reflects you as a person, your values and goals. The shape of the object, the kind of object built, the color of the object will all reflect aspects of you. Explain to the class how your construction reflects aspects of you, your values and goals. Other members of the group may respond, ask questions or provide feedback concerning ways in which they perceive the other person.
	Money-A value and a goal	Observe how people relate to money. Is it extremely important to them? Would they change their values in order to obtain more money? Do they indicate a need for status? Security? Power? Survival Needs? Is money as important to you as it is to some of your friends? Read the following case study and determine how you would react. You are shopping in a nearby mall and happen to look down at your feet. To your amazement there is a wallet. Looking quickly around, you realize that there is no one nearby who could have dropped it. You find the owner's name as well as several dollar bills--in fact, you realize there is a total of $70 in the wallet. From looking at the address you realize the owner lives about 15 miles from your home. What would you do? Would different people advise you differently? Would it make a difference if you were in desperate need of money? How have your values affected your decision? Do you value money or honesty more? Why? FHA/HERO or IEE - Construct a questionnaire which uses opposite terms about money (good and bad). Interview a total of 50 people (some class members). Tally the results. On the basis of these data can you state any conclusions about attitudes toward money?

PROCESS SKILLS	CONCEPTS	STRATEGIES
		Do adult attitudes differ from teenage attitudes? Prepare a display which reflects the results of the survey. Indicate any generalizations which you were able to develop.
PROBLEM	Cause-and-effect relationship of values and goals	Using resources, diagram or prepare a model which depicts the valuing process. Explain the cause-and-effect relationship which values have on goals. Review the following situation and determine if the goal stated follows through on the actual values displayed by the person. Stan wants a college education and knows the only way he can attain this is to work and save his money. He has decided to save $100 each month. All of his friends have purchased cars recently and Stan reasons he will need a car for college. He finds a good buy which will take $50 from his savings each month. This means that he will only be able to save $50 a month for college. He may need to wait an extra year before he can begin school. Make a list of personal goals. You have $100 worth of insurance. You are to allocate this $100 to reflect the relative value that you place on each goal. Now assume that you just purchased an insurance policy, write out what you want the policy to insure (wealth policy, job policy, success policy).
	Goal attainment	Write one financial goal, either short-range or long-range. Explain how your values have influenced this goal selection. In order to achieve financial goals it is usually necessary to develop a plan for spending. Now use the *Calendar Supplement sheet and indicate everything you would do for one month to help you achieve this goal. Be certain to list your decisions at the bottom and the rationale for reaching these decisions. Using resources, analyze the financial risk sometimes taken when trying to achieve goals. Complete *Calendar and *How Much Risk Would You Take.

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Cause and effect of values and goals	Read *Case Studies and answer the questions with each case study. Realize that goal attainment may involve personal sacrifice. Also, be aware of the cause-and-effect relationship of values and goals. Do Free Choice activity in groups of four to six people. Choose a focus person and a monitor, the rest are helpers. As the focus person, give a choice in your life which involves a monetary decision. Questions will be asked by helpers to help you reach a decision. Use five steps in asking questions: 1. Understanding; 2. Clarifying; 3. Exploring Alternatives; 4. Exploring Consequences; 5. Exploring Feelings and Choosing. Answer these questions after you were the focus person. How do you feel about your decision? Did you make sacrifices in reaching your decision? Does your decision reflect your values? Did your group help or hinder the decision-making process?
	Reflection and evaluation	Prepare a case study, skit, short story or puppet show in which you demonstrate the cause-and-effect relationship of values and goals. Use a situation which involves a financial decision. In view of the fact that we have concentrated on individual financial goal attainment, now relate this process to family financial goal attainment. Develop a case study in which the family must decide on financial goals for the year. Did values affect the goal choices? How? Is the same process used? Were risks taken and sacrifices made? In what way? Is it more difficult for a family to make goal decisions than an individual? If yes, why? If no, why not?

WF 1.26

CALENDAR

1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

On the above calendar indicate everything you would do in one month to achieve the financial goal you have stated.

List your decisions and the rationale for reaching these decisions.

WF 1.26

HOW MUCH RISK WOULD YOU TAKE?

Are you a risk-taker? Yes__ No__
Do you usually "play it safe? Yes__ No__
Are you consistent in your risk-taking? Yes__ No__

Suppose you are given the following choice of risk:

A_1-A 100% chance of winning $1 million

or

A_2-A 10% chance of winning $5 million
-An 89% chance of winning $1 million
-A 1% chance of winning nothing

Which would you choose? A_1___ A_2___

Suppose you are given the following choice of risk:

B_1-A 10% chance of winning $5 million
-A 90% chance of winning nothing

or

B_2-An 11% chance of winning $1 million
-An 89% chance of winning nothing

Which would you choose B_1__ B_2__

Having made these two choices, analyze your decisions according to risks:

1. Which choice was more risky?
   A_1___ A_2___
2. Which choice was more risky?
   B_1___ B_2___
3. Did you choose the more risky
   in A?___ in B?___
4. Were you consistent?
   Yes___ No___
5. If not, why not?

DISCUSSION QUESTIONS

Would most people choose A_1?

Would personal wealth influence choice?

Is it good or bad to be consistent in risk-taking?

What factors determine your willingness to take risks?

CASE STUDIES

1. Dan and Becky need $5,000 down payment for their new dream home. Dan has the opportunity to go to Las Vegas to try to win this amount gambling. He takes their $2,500 savings with him.

2. Jerry has wanted to be a farmer since he was a small child. His father and grandfather were both farmers, in addition he really enjoyed the ag courses taken in high school. His father gives him 100 acres to start and he borrows $20,000 to get started.

3. Nancy is a teacher and really enjoys it. However, she has always wanted to become a principal. Finally the job of principal is offered to her. She will make approximately $5,000 more and will be able to achieve a life-long goal. The only problem is she will lose job seniority and could lose this job after one year.

Answer the following questions:

Is risk involved in all three examples?
Which involves the greater financial risk?
How are they all alike, all different?
Have values played a part in these attempts at goal attainment?

CASE STUDIES

Judy is a junior in high school. She is a very bright young lady and an excellent athlete. In fact, she came in second in the 440 race at the state track meet last year. Judy has always wanted to become a doctor; however, her father is dead and her mother barely earns enough money to keep food on the table. Judy realizes the only way she can attend college is to get a job and help with the expenses. She has applied at the corner drugstore for a summer job. On April 5th, Mr. Jones, owner of the drugstore calls to tell Judy he wants her to start work immediately. Her hours would be 3:30 till 8:00 weeknights and 8:00 till 5:00 on Saturdays. This means no spring track. Judy decides to take the job.

What choices does Judy have available?
What goal or goals do you believe are most important to Judy?
What values have influenced her final decision?
What sacrifices were necessary for Judy to make?
Do you agree with her decision? Why or why not?

Connie and Michael have been married for 25 years. They did not have enough money for a honeymoon when they got married. Therefore, their goal was a trip to Europe on their 25th wedding anniversary. Michael had a good job and Connie was a homemaker. They developed a budget which allowed for no vacations prior to the trip to Europe. Each year they watched friends and neighbors take vacations and felt a certain amount of jealousy. However, their trip to Europe was the most important goal in their life. Therefore, on their 25th anniversary they left for a month in Europe.

Do you believe the sacrifices were worth the final payoff?
Do you believe they could have achieved this goal differently?
Is 25 years a long time to wait for a payoff?
What if one person had developed a serious illness and they couldn't take the trip? Would it seem to you they waited too long for their goal?
Do you believe you should live for today because you never know what tomorrow may bring?
Would you be willing to make such a sacrifice? Why or why not?

PERENNIAL PROBLEM	What To Do Regarding Coordinating Work and the Family	HOMEMAKING SKILLS
PRACTICAL PROBLEM	What Should I Do Regarding Achieving A Balance in the Family and Career Lifestyle?	Assess the impact of marital status on employment
CONCERN/CONCEPT	Effects of Family on Work/Marital Status	

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Contributions vs. interference	Read resources on effects of marriage on workers. (Working wives, househusbands.) Given a cartoon drawing, write an appropriate caption reflecting effects of marriage on work. Create bulletin board using cartoon. In small groups, brainstorm effects of marital status on job. Share ideas by listing them on blackboard.
		Given a specific job, list advantages and disadvantages to this type of job if you were married and if you were single. (Traveling salesperson, job involving shift work, a home-based job such as insurance agent, a 9-to-5 banking job, job where you are on call.) Analyze alternative solutions for dealing with this disadvantage.
	Effects of marital status on the job	Develop a questionnaire to determine if marriage affects work on the job. Interview married workers who held the same job before marriage, determine if marriage affects productivity. Consider such questions as: Since marriage has there been any change in your attitude toward the job? Have you been as productive, more productive? Do you have more difficulty organizing your work time? Do you receive the same satisfaction from your job? --Report results of interviews for FHA/HERO program. --Analyze interview results and contrast with home situations if both parents work; if one parent has recently returned to work after being unemployed. --Report findings in article for local and/or school newspaper.

PROCESS SKILLS	CONCEPTS	STRATEGIES
PR		Prepare questions for speaker from personnel department of a local company relating to the effects of marital status on the job. Listen to speaker presentation. Compare comments from speaker with responses from above interviews. You have a friend who enjoys and takes pride in his/her job. He/she works long hours, travels a great deal and spends much leisure time thinking about and/or doing job-related activities. In a one-page explanation, respond to your friend's question, "How will my marriage affect my job?" Using the following case study, apply the practical reasoning approach to help this couple balance their family and work lifestyle. Carla and Tom plan to marry in two months. Carla has had a job for two years in the sales department of a city newspaper. She has recently been promoted to district sales manager. She is pleased with this promotion because of increased responsibility and salary. Tom is in the lawn fertilization business with his uncle. The company is small but growing rapidly. This year the company will begin sales in two adjacent states with Tom managing this new territory.

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PERENNIAL PROBLEM	What To Do Regarding Coordinating Work and the Family	HOMEMAKING SKILLS	
PRACTICAL PROBLEM	What Should I Do Regarding Achieving A Balance in the Family and Career Lifestyle?	Assess the impact of the family life cycle upon work life	
CONCERN/CONCEPT	Effects of Family on Work/Family Life Cycle Changes		

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Economic demands	Using resources on family life cycles (readings, films, videotapes) find information regarding the following: --Definition of each stage in the family life cycle. --Economic needs at each stage of the family life cycle. --Characteristics of the family at each stage (include family member responsibilities).
	Responsibilities to family members	Interview or have a panel discussion of couples at three different stages of the family life cycle who are both working. Have each couple discuss the effects of the family on the job. Analyze to see if effects differ during various stages of the family life cycle.
	Contributive resources -Human -Economics	Using a calendar for year 2012, find what day of the week you will be celebrating your birthday. How old will you be? Describe your family on this date (married-unmarried children or no children; if children, their ages, sex, activities; family activities; your job and mate's job, if married; career plans; family goals). After you have completed the above, consider these questions: --In what ways do you think your attitude toward your career/job may have changed at this stage of the family life cycle? --What factors would be involved in the change?

PROCESS SKILLS	CONCEPTS	STRATEGIES
PROBLEM		Given a job demand and a specific stage in the family life cycle, role play with a partner how you would respond to your boss when he/she confronted you with this request. (You are offered a promotion but you must travel—be away from home at least three nights a week; you are asked to work more overtime—10-20 hours per week; you will be paid a $2,000 bonus for performing a special job with a high degree of risk; you have been assigned a job where you have to work closely with a member of the opposite sex.) Do three role plays at different stages of the family life cycle. Analyze how considerations differ at each stage and why.
PR		Using the "add-on" technique, apply the practical reasoning process in solving the following problem. (The add-on technique requires each student to complete only one portion of the worksheet *Effects of Work on the Family before passing it on to a fellow student who will complete only the next step.) --New mate is jealous of colleague you are working with on a new company project. --You are a police officer and have been assigned a member of the opposite sex as your partner—your mate is not happy. --Your faithful babysitter calls. He/she is ill and will not be able to keep your child that day—you have an important obligation at work. --The school calls the father at work to tell him his son is ill. His boss considers ill children the wife's responsibility. --You encounter hostility from colleagues who look on the double paycheck as an unfair economic and political advantage. --You have been offered a raise of $6,000 a year—but it would mean moving out of state. A daughter who is a senior in high school doesn't want to move. --Your company is closing down your plant. The company offers to transfer you to another plant 75 miles away. You have two years left until retirement. --You have worked for a business for 25 years. You now have an opportunity to buy the business at a very reasonable price. Interview, as individual or group, employers to assess the effects family has on work. Analyze your findings to see how these effects may be related to the family life cycle.

WF 2.12

EFFECTS OF FAMILY ON WORK

Problem:

A. What more do you need to know about the problem?

(Pass on to next student)

B. Read the above. What choices do you really have in solving this problem?

(Pass on to next student)

C.1 Read the above. Select one of the choices listed in Question B. List all th effects this choice could have on your work.

(Pass on to next student)

C.2 Read the above. Select a choice not previously selected and list all the effects it could have on your work.

(Pass on to next student)

C. Read the above. Consider the effects listed on C.1 and C.2 and make a decision.

My decision would be:

(Pass on to next student)

D. Read the above. Evaluate the decision made. Do you think this was the best decision? Why or why not? Would you make the same decision? Why or why not?

PERENNIAL PROBLEM	What To Do Regarding Coordinating Work and the Family
PRACTICAL PROBLEM	What Should I Do Regarding Achieving A Balance in the Family and Career Lifestyle?
CONCERN/CONCEPT	Effects of Family on Work/Personal/Family Roles

HOMEMAKING SKILLS

Assess the impact of family roles upon work

PROCESS SKILLS	CONCEPTS	STRATEGIES
MOTIVATIONAL ACTIVITY	Expectations	Make a collage of "people at work" using pictures cut from magazines. When completed, answer these questions: How many depict what we consider "traditional" roles? (Women doing women's work, men doing men's work.) How many depict what we would consider "non-traditional" roles? Of those in "non-traditional roles," what does their appearance (facial expressions, body stature) tell about their acceptance of the role?
	Cultural influence	Using resources on personal/family roles (readings, filmstrips, videotapes) compile a fact sheet on traditional and non-traditional roles and their effect on the job.
PROBLEM		Discuss in small groups how those choosing to follow non-traditional personal/family roles could create conflicts on the job. Identify at least five problem areas. Share with the class by writing them on the board. (Acceptance by colleagues, personal concern about what others think, striving too hard to please.) Using one of the above problem areas, create a specific situation and write a "Dear Abby" letter. Exchange letters with a classmate. Write an answer on how to deal with the problem successfully.
PROBLEM		Write your friend for advice to this question, "How can you avoid being controlled by the roles you feel you are expected to play on the job?"
		Role play how you would respond to one of the following job situations. Identify the values portrayed by each person in the situation. What other alternatives were available? What are probable consequences of each action?

PROCESS SKILLS	CONCEPTS	STRATEGIES
		--You are expected to make coffee each morning. --Your female boss asks you to pick up her children at nursery school. --Your boss asks you to rearrange the furniture in the office. --You are "docked" in pay when you have to pick up your sick child at school. --A colleague complains to the boss when you are late each morning for work. You are late because you have to drop your daughter off at nursery school. The school opens at 8 a.m. and you are to be at work at 8 a.m. --You are passed over for a promotion because your colleague is married with a family and needs the money associated with the promotion more than you. --You find it hard to concentrate on your job because you had little sleep the night before. It was your turn to sit with 16-year-old handicapped son who has had an asthma attack. --A colleague refuses to take his/her turn working on Sunday because of family obligations. --An aging parent, who lives with his/her child, insists on calling son/daughter several times a day. This is quite an annoyance to the son's/daughter's boss since he/she has to be called from a distance to the phone. Play the role under different circumstances. Interview ten workers to see if their personal or family roles had to change to achieve good job performance. If so, how? Select a job of your choice. Spend a day with a person on this job. Keep a log of the activities performed by this worker. Analyze your findings and identify any direct or indirect effects of personal and/or family roles on the job. Interview a teacher and/or parent to find out how his/her role as a family member has an effect on the job. Report findings to class and/or FHA/HERO Chapter. Interview a man/woman in a "non-traditional" job to find if there are role conflicts, and if so, how they influence their job performance. Report findings to class and/or FHA/HERO Chapter. Tape an interview with a retired worker. Ask him/her questions on how roles—personal or family—affected his/her job. Share with class.

PERENNIAL PROBLEM	What To Do Regarding Coordinating Work and the Family
PRACTICAL PROBLEM	What Should I Do Regarding Achieving A Balance in the Family and Career Lifestyle
CONCERN/CONCEPT	Effects of Family on Work/Work-Parenting Concerns

HOMEMAKING SKILLS

Investigate concerns of working parents

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Identify concerns	In small groups "brainstorm" to identify parenting concerns of working parents. Write on large sheets of paper. When completed, post sheets around the room. Discuss how these concerns could affect work. Research and debate the topic "Mothers of Small Children Make Poor Workers." (Debate can be videotaped for use as review--or for use as FHA/HERO program.) In a one-page report, cite what you feel were the most important pro and con points made during the debate. (An alternate debate topic could be "Childless Couples Make Better Workers than Parents of Children.") Parental responsibilities at times conflict with job responsibilities. Identify some of these conflicts by listing them under the following headings: --Conflict which could occur when you have preschool children --Conflicts which could occur when you have school-age children --Conflicts which could occur when you have teenagers As an employer, you want to support strong family relationships among your workers. You have found that employees who are happy at home are the most productive on the job. Prepare for this employer a poster which he/she could place on the employee bulletin board to promote this concept. Suggested themes for posters: "Happy at Home; Happy at Work"; "Good Family Habits Support Good Joy Habit"; "Praise at Home Brings Praise at Work." Discuss meaning and display posters in the room after completed.

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Appropriate child care	Through use of a questionnaire and interview, investigate types and satisfactions of child care being utilized by working parents in your community. Compile and analyze findings. Rank types of child care found to be most satisfactory, found least satisfactory and support your rankings by your findings. (Identify in investigation: types of child care available, qualification of personnel, costs, ages of children, most important reason given by parents for selecting a specific type child care; do they worry about children while at work). Using a small tape recorder with a hand microphone, play the role of the "roving reporter." Interview students and/or teachers. Ask them questions related to appropriate child care. (If you were (or are) a parent, and both you and your mate worked, at what age would you be willing to leave your children at home alone after school? Why? What factors are related to your decision? If your community provided a day care facility, would you use it? Why or why not?) Share tape with class. FHA/HERO - Listen to a panel of parents who have used different types of child care discuss the pros and cons of each in relation to their job responsibilities. Using a checklist of parent/child situations, indicate which situation would keep you away from your job for a day: 1) without question, 2) sometimes, 3) never. (Situations: child is ill, child in hospital, child's graduation, parent-teacher conference, child in school play, sports event in which child is a team member, child is depressed and needs you to comfort him/her, teenage child is entertaining friends at your home—both sexes). Compile answers and discuss how values influenced choices. Discuss alternative ways of dealing with each situation. Considering the needs of self, family, employer and society, write a one-page paper on what you feel is the most appropriate type child care for working parents.

PERENNIAL PROBLEM	What To Do Regarding Coordinating Work and the Family
PRACTICAL PROBLEM	What Should I Do Regarding Achieving A Balance in the Family and Career Lifestyle?
CONCERN/CONCEPT	Effects of Family on Work/Family Composition

HOMEMAKING SKILLS

Assess the impact of family composition upon work

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Number of family members	Provide examples of how simple situations can become complex as the number of persons involved increases. --Lunch for two → Lunch for five or six with each person having various time schedules. --A family with both parents employed → A family with both parents and three teenagers employed. --Arranging a vacation for three → Arranging a vacation for seven. Discuss the need for skills in management, interpersonal relations and conflict resolution.
	Spacing of children	Arrange a panel of employed parents to determine how spacing of children can affect employment. Are the effects related to: type of employment, extent of involvement in employment, if and when one seeks employment? Create the "ideal" spacing of children to coordinate with the "ideal" job for you. Discuss if and why some persons might find "no children" an alternative of family composition.

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Fertility choices	Given that number and spacing of children are important factors related to work/family coordination, determine fertility choices available to assist in gained desired spacing. Using the following resources, consider family planning methods most compatible with personal values: --Planned Parenthood speaker(s) --Textbook materials --Medical personnel (nurses, doctors) --Medical resource books --Adoption Foster Care Agency speakers
PR		Discuss the responsibility for both males and females to consider fertility choices. Using the practical reasoning approach show how a couple reaches a decision relating to fertility choices and spacing of children.
	Extended family	Define "extended family".
		Use a graph or pictorial technique to depict your extended family. Indicate those family members you interact with most closely. Indicate those family members you can rely upon when necessary.
		Interview working parents to determine if extended family members are "a help or hindrance" related to the work world. Ask for examples.
PR		Use the practical reasoning process to determine what action to take. --Ed's Aunt Beulah enjoys taking care of children. Though she's busy and active in the community and works at various freelance jobs, she welcomes having Ed's children in her home. --Paula's father had several heart attacks when he was in his late 50's. He is on a rigid diet and needs periodic medical assistance. Paula is his only child and Paula's mother died several years ago. --Fred has moved from the South to live with his older sister and brother-in-law, Jessie and Hank. He plans to finish high school in the next two years. Jessie and Hank are pleased to see how their preschoolers and Fred get along together.
		As a group project create vignettes showing how <u>any</u> family composition <u>can</u> successfully incorporate work and family but that some compositions require more coping, organizing and planning than others.

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PERENNIAL PROBLEM	What To Do Regarding Coordinating Work and the Family
PRACTICAL PROBLEM	What Should I Do Regarding Achieving A Balance in the Family and Career Lifestyle?
CONCERN/CONCEPT	Effects of Family on Work/Transferable Skills

HOMEMAKING SKILLS

Investigate transferable job skills

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Home/family skills applicable to work	In small groups brainstorm to identify home/family skills which can be applied to work. (Preparing meals, acting as hostess, managing family resources, repairing leaky faucet, caring for the yard, painting the house, changing the oil in the car, babysitting for younger brothers and sisters.) Write skills on a large piece of paper. In small groups, brainstorm to identify skills gained through volunteer work which can be applied to paid work (leadership skills gained: as an officer of a group, as a teacher in Sunday school, caring for children in nursery, coaching Little League team, assisting swimming instructor at YMCA, taking responsibility of younger children as camp counselor). Write skills on a large piece of paper. Share lists of skills identified in both brainstorming sessions by posting them around the classroom. Discuss similarities, differences and how these skills can affect an employee's performance on the job.
	Volunteer skills applicable to work	Move around in a large group with the name of a specific job pinned to your back. By talking to members in the group, try to identify the job. The only question you may ask is "What skills do I already have which could apply to this job?" In pairs or small groups, interview an employer of an assigned career area. Tape interviews. Ask employer what he/she looks for in an employee at different job entry levels and what specific skills he/she would like his/her employees to have. Listen to tapes. Identify transferable skills. Select one job and write a personal job resume citing your transferable skills for this specific job.

PROCESS SKILLS	CONCEPTS	STRATEGIES
		Read references on how to use transferable skills in finding a job. (Recommended reference: What Color Is Your Parachute? by Richard Bolles. Chapter Nine is most helpful.) Seek current periodical reference, write a two-page report on how this information can be helpful to you at present and in the future. Prepare a bulletin board display using one large round disc and six slightly smaller discs. On the large disc write six or eight transferable skills common to you and your friends. Place on the smaller discs jobs where these skills could be used. To show the relationship of the skills to the jobs, place the larger disc in the center and the smaller ones around the outside. Create an eye-catching title which depicts the relationship of transferable skills to jobs. FHA/HERO - Research your community to identify those educational programs which offer assistance to "displaced" homemakers. Interview a teacher in one of the programs to identify ways they help homemakers identify transferable skills and some of the skills they find common to their homemakers. Prepare a written report of your findings. Listen to displaced homemakers discuss how they use transferable skills on the job. Discuss in a written report how use of transferable skills can be a benefit to employee, emplcyer and society.

PERENNIAL PROBLEM	What To Do Regarding Coordinating Work and the Family
PRACTICAL PROBLEM	What Should I Do Regarding Achieving A Balance in the Family and Career Lifestyle?
CONCERN/CONCEPT	Effects of Family on Work/Family Stress/Conflict

HOMEMAKING SKILLS

Investigate management of job stress

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Types of stress --chronic stress --acute stress	(See Concerns Regarding Effects of Work on Family/Work Stress-2.24, for entry level activities.) Brainstorm for ten minutes to identify various types of chronic stress which could influence your performance on the job. Brainstorm another five minutes to identify various types of acute stress which could influence your job performance. List on board and discuss. Discuss these questions regarding stress and the effect of stress on work. --To which type of stress (acute or chronic) is the employer more likely to be sympathetic? Why? How can the employer help you cope with this type stress? (Acute, give time off, advance pay.) --To which type of stress are fellow employees most likely to be sympathetic? (Acute, take over part of your job, trade work schedules.) --Situations of which type stress are most likely to be covered in work policy? (Acute, days off for personal illness, death in family, maternity leave.) --What provisions are some employers making available to employees which would help in coping with chronic stress? (Physical fitness centers, shorter workweeks, more flexible schedules, inservice programs, upgrading in training.) Research and debate,"Not all types of stress have a negative effect on job performance." After debate, list on board positive effects and negative effects.

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Resources for coping with stress	Investigate various coping strategies for dealing with stress by reading books and articles, viewing filmstrips or conducting short interviews with workers. Identify strategies and categorize according to age groups where they would be most beneficial. Define and research assertiveness. Discuss how assertiveness can help in coping with stress. Prepare and present a skit, case study, TV talk show, to address one of the following questions: --How sensitive are you to another person's stress? --How sensitive are you to the stress encountered by people in roles of authority? --In what ways does stress help you to be a more productive worker? --What are some self-induced types of stress characteristic of workers? --How can a personal handicap be a stress to a worker? Select an item from a group of items found on a table. (A snack food, card with REPORT DUE in red letters, memo which says--call home immediately, notice of dentist appointment, football, car keys.) List all the ways this item could cause stress. Share your list with class. FHA/HERO - Suppose "stress" has just been declared the No. 1 work problem in the United States. Design a citizen's action program which could influence employers to alter work policies and benefits that would help in eliminating stress. (Refer to The General Mills American Family Report 1980-81, "Family Strengths and Strains at Work," for listing of policies and benefits.) (Sample action programs--informational programs, workshops, newspaper articles, visits to legislators.) Design a protest sign against stress. Display signs on bulletin board or use ideas from signs for application to T-shirts. T-shirts could be sold for money-making project. Identify a stress experience you have had recently. Was it acute or chronic? What mental and physical effects did it have on you? Evaluate how you coped with this stress. Complete *Stress Evaluation worksheet.

PROCESS SKILLS	CONCEPTS	STRATEGIES
		Prepare a leaflet giving ways to turn stress into positive energy. Distribute to classmates just before major exams. Wear a stress "tab" for several days. Keep a log of stressful situations. Prepare a list of the most effective ways in which you cope with stress.

WF 2.17

STRESS EVALUATION

NAME _____

1. Describe stress.

2. Would you consider this acute or chronic stress?

3. How did this stress affect you mentally? Physically?

   A. Mentally -

   B. Physically -

4. How did this stress affect you in performing your assigned tasks at home? At school?

   A. Home -

   B. School -

5. List resources you used and methods you devised in coping with your stress. Which do you feel were most effective?

6. If you were to encounter similar stress in the future, would you use the same or similar methods in coping with your problem? Why? Why not?

PERENNIAL PROBLEM	What To Do Regarding Coordinating Work and the Family
PRACTICAL PROBLEM	What Should I Do Regarding Achieving A Balance in the Family and Career Lifestyle?
CONCERN/CONCEPT	Effects of Work on Family/Structuring A Lifestyle

HOMEMAKING SKILLS

Investigate compatible work family lifestyles

PROCESS SKILLS	CONCEPTS	STRATEGIES
		Display pictures of families at work and at play—Respond to pictures via class discussion. Relate episodes from TV shows which indicate various lifestyles.
	Analysis, choices, implementation	Invite a panel of parents (male and female) to share what the members would call their lifestyle. Why did they choose, or how did they decide upon this style? --Traditional breadwinner --Dual employment --Two-person single career --Dual career --Intermittent employment --Absentee father/mother
	Changes in "traditional" lifestyles	Using student at chalkboard, have students exchange ideas which they have lived with and/or depict as they have observed more women working and how this influences changes in lifestyles. (Role exchanges; lower birth rates; household options--communal, living with grandparents; more affluent lifestyle.) If both parents work, list the jobs you do in your family and the time they "take away" from you as compared to students whose parents do not work. React to your feelings. Will you do what your parents are doing? Why or why not?

PROCESS SKILLS	CONCEPTS	STRATEGIES
		Respond to the panel of parents and study sheet *Husband-Wife Employment Combinations. Describe the situation which most appeals to you and the situation which appeals to you the least. Analyze the consequences and/or rewards of the two situations. What values led to your decision? What if everyone held this value?
	Reflection and evaluation	Consider how your decision will affect you, your family (spouse, children, extended family) relations and community. Individually, complete these sentences: --I learned that dual career families... --I learned that traditional lifestyles are changing in these ways... --I can see problems in dual working households such as... --I feel the most helpful insights/learnings into working parents are... FHA/HERO - Develop a questionnaire and interview five neighbors to take a poll of those working and non-working (unemployed because of choice or circumstance) adults. Determine the differences in lifestyles from your questions and/or observations. Share with rest of class.

WF 2.21

HUSBAND/WIFE EMPLOYMENT COMBINATIONS

Almost universally in American society, the husband is employed. What differentiates family employment patterns is whether or not the wife works and what occupation each spouse has.

Generally speaking, two major employment combinations exist—dual employment and traditional breadwinner/housewife. There are some less frequently seen alternatives: two-person single career and dual career families.

THE TRADITIONAL BREADWINNER/HOUSEWIFE PATTERN:

The husband is employed and the wife is a full-time homemaker.

DUAL EMPLOYMENT PATTERN:

Both husband and wife work at paying jobs outside the home.

TWO-PERSON SINGLE CAREER PATTERN:

Resembles the traditional husband as breadwinner, but involves the woman with social and home-oriented responsibilities particularly designed to foster the husband's career (example: Minister's wife; boss to dinner—out to dinner with husband while entertaining clients).

DUAL CAREER PATTERN:

Both husband and wife have careers which demand social and physical involvements beyond work time and both place high emphasis on advancement. Although similar to dual employment, the career usually requires more extensive education and/or preparation and a high commitment to the profession, not just the employer. It necessitates staying informed of new developments in the field.

INTERMITTENT EMPLOYMENT:

Is characterized by a pattern in which the woman has a relatively low level job in her late teens, marries, has a family and drops out of the work force. As the children get older, she begins to work part time and eventually moves on to a more substantial or full-time job as the children become independent.

PERENNIAL PROBLEM	What To Do Regarding Coordinating Work and the Family
PRACTICAL PROBLEM	What Should I Do Regarding Achieving A Balance in the Family and Career Lifestyle?
CONCERN/CONCEPT	Effects of Work on Family/Overload and Interference with Family Responsibilities

HOMEMAKING SKILLS

Identify/investigate work overload

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Overload	Listen to current records (and/or "classics" like "Cat's in the Cradle"). Analyze messages of lyrics. Apply them to you as they fit. Using resources, define "overload" and interpret how that would interfere with family responsibilities. Apply analogy of overloaded electrical circuit. Invite a panel of women or men whose spouses are in jobs typical of "overload"—truck drivers, traveling salespersons living out of state or on the road much of the time. Have students prepare lists of five questions ahead of time about concerns they feel about these types of jobs. Panel members react to their own situations and explain how they cope. Students can direct questions to them. --Would there be different implications for men or women in these situations? --What role models did they have in their families? Did this affect the ease or difficulty of their job? Survey students in your school about their parents' work patterns. Tabulate the results and discuss. (Survey might include actual time blocks away from home father and/or mother usually spends. How much work does father and/or mother do at home? How does life change for you and family when person working comes back home?)
	Balancing work, needs, duties and roles	Write and/or illustrate with your own talents or collage presentation how you feel as a student about being overloaded with work/expectations from parents, teachers and your own choices (job, social life).

PROCESS SKILLS	CONCEPTS	STRATEGIES
PR		Role play simulated situations for balancing work, needs, duties and roles. Using the practical reasoning approach arrive at solutions for each situation. --You are a 16-year-old honor student. Your mother has received a call that your aunt needs to have you care for her three kids (ages 2, 4 and 6) from now until midnight. You have a chemistry test tomorrow and have a B average in the class now. --You are the coach of your son's softball league. The playoffs are on the same night that your boss is coming into town to audit your insurance books and meet with the rest of your staff (you're the office manager). Business is down and you know from the last meeting that if business figures were not up, you would be laying off two people from your office. --You are a full-time homemaker who has been invited to go along on your husband's business trip. Your three-year-old was exposed to chickenpox and is allergic to several medications. You tell your husband you don't think you should go with him this time and his response is a negative, "Well, I won't be asking you again!" --Until recently, you've been a full-time housewife and mother. Your children, ages 8 and 6, are both in school. You have an opportunity to go back to the beauty shop where you once worked. You decided to take it on a temporary basis, but worked into a full-time job. You enjoy your work and your customer clientele is building steadily. The extra money made Christmas especially nice and financially you are enjoying freedom you haven't felt since the kids were born. --One day your six-year-old says, "Why can't you be home when I get home from school like you used to? Remember the cookies and milk you used to have waiting for us?" Your husband chimes in, "Yeah, I can't even remember the last time I saw an ironed shirt in my closet or my socks folded--all they are is thrown in the drawer!" Your eight-year-old announces he'd like you to see him in the spring musical, but wonders if you'll be able to come since it'll be given on a Thursday night and that's your night to work. Recognize differences which exist via "Balance Scales." Add to the lists on both sides of the balance.

PROCESS SKILLS	CONCEPTS	STRATEGIES

WORK AND ITS DEMANDS	NEEDS, DUTIES, ROLES OF HOME AND FAMILY
--Punctuality	--Home manager
--Accountability	--Parent
--Productivity	--Spouse
--Interaction with other workers	--Social role
--Travel	--Confidante
--Loyalty	--Friend

Makeout cards with work demands and needs, roles, duties demands—give students cards as they come into room. Have students place cards on appropriate side of "Scale" and react to "Balancing" possibilities. Write your reactions to statements concerning balancing work, needs, duties and family roles. Define, list and elaborate what the statement now means to you. Form small groups and exchange your lists and definitions. Compare ideas—synopsize and share with the class.

Do two surveys to determine the importance of routine. Interview children, age 7 to 12, asking about routines or patterns (bedtime, snack time, meals, recreation, reading). Ask them how and why this is important, would it be o.k. to quit the routine. Ask if they recall routines from earlier periods in their life. Do the same survey with students at your school. How do the responses compare? Have the routines changed? Has the importance of the routines changed?

Form a round-robin circle(s) and ask students to complete one of the following statements:

--Someday I will want to be a parent and quit my job because...
--I will never want to quit my job but I believe I want to be a parent because...
--I will be a married career person but never have a child because...
--I choose never to marry because...

PROCESS SKILLS	CONCEPTS	STRATEGIES
		Using short stories, case studies or listings of appropriate films or television programs which focus on families in different situations, individually respond to the following questions. --What is an individual or family problem which is interfering with the function of this family? How is it interfering? --Suggest some changes in the roles, responsibilities and/or behavior of one or more family members that would help lessen or solve the problem for the family, self or others in the community. FHA/HERO - Discuss at FHA meeting concerns of students in terms of "overload" in their personal lives. Share ideas and offer solutions where/when possible.

PERENNIAL PROBLEM	What To Do Regarding Coordinating Work and the Family
PRACTICAL PROBLEM	What Should I Do Regarding Achieving A Balance in the Family and Career Lifestyle?
CONCERN/CONCEPT	Effects of Work on Family/Parenting Concerns

HOMEMAKING SKILLS

Investigate parenting concerns in relation to the work world

PROCESS SKILLS	CONCEPTS	STRATEGIES
		Observe your teacher today. (Note to teacher: Appear disheveled, harried and out of sorts!) Note any observable differences—have student write observations on chalkboard. Discuss any reasons as to why she/he may not be in her/his usual "form." Write "GRAFFITI" responses on a large sheet of paper onto which has been put PARENTING CONFLICTS. (Note to teacher: This can be on an empty bulletin board or mounted on your chalkboard.) Discuss results.
	Identify parenting concerns/conflicts	In small groups research various parenting concerns and/or conflicts which exist when parents work. (Use Reader's Guide for resource articles which pertain to these common concerns.) --Time with family. --Perceptions of the world around you. --Rearrangement of resources and strengths. --Changes which are anticipated when mother goes to work. --How jobs are shared in your home if your parent(s) already work. --Special problems associated with the young child (0-5 years). --Special problems associated with the 6-12-year-old child. --Special problems associated with the 13-18-year-old child. --Dad's share in the household duties which traditionally belonged to women (washing dishes and clothes, shopping, cooking, cleaning). --How might the family unit be affected negatively/positively?

PROCESS SKILLS	CONCEPTS	STRATEGIES
		Record the information on large posters and display in the classroom. Fill in with pictures students find to suitably depict some of the concerns/conflicts a parent might be faced with when she/he has a job and responsibility of children.
	Promotion of well-being in family units of the employed	Refer to original set of concerns/conflicts (posters around the room). Examine alternative sources of help for each problem. Consider communication patterns and parenting styles and how a change of patterns or styles might be necessary to lessen the conflict. Read *Communication and Parenting Styles. Break into Buzz Groups and discuss what is involved in communication. Have student spokesperson for each group share ideas orally and/or on chalkboard. Discuss why communication is important in parenting roles when parents both work and have so little time for this function as compared to the non-working parent. Choose partners and do communication activities. Discuss results and importance of good communication. Share thoughts regarding parenting styles. Identify your own parents' styles. Will these same styles work for you? Do you feel they are working effectively at present? How would you change them?
	Conditions for success in dealing with parenting concerns/conflicts	Read the following situations and determine whether it would be a positive or negative outcome for the child(ren) of working parents. --No one home to talk to. --Sees everyone cleaning on Saturday. --Mom/Dad isn't home to start dinner. --Use phone until parent(s) come home. --You must watch brothers/sisters until parent(s) gets home. --Watch T.V. all afternoon. --You have the responsibility of making dinner. --Dad/Mom isn't home to check if you're home and "grounded."

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Target areas for alleviating stress as working parents Reflection	--You turn up stereo and play <u>your</u> music while performing the tasks which parents/others expect of you. --You decide to call yourself off from school and stay home all day. Brainstorm other negative/positive situations which are present when approaching the same issues from a parent's point of view. Decide what styles/situations are more comfortable to you. Which situations could not you accept? Justify your decisions as they will apply to you, your family and your society. Break into small groups and work through *<u>Discussion Questions</u>. IEE - Research several child care possibilities for each of the age groups. --Tour the facilities and get the prices of child centers as options (good friend). Select the one you would choose and state reasons why. --Check with neighbors who may care for your grade school child and list problems which may be encountered there. Would you be satisfied with these alternatives? --What alternatives are there for the 12 to 18-year-olds who have working parents? What are some negative aspects of these alternatives? Which one would you choose or not choose? FHA/HERO - As a chapter or individual project, volunteer to care for those brothers and sisters, niece or nephews or neighbor children who need to be watched until parents get home. Find out who those "latch-key" children are and extend your services into the community and/or neighborhood.

WF 2.23

COMMUNICATION AND PARENTING STYLES

Although effective family communication is not THE answer to solving a family's problems, it is a way to approach the family's goals. It isn't a cure-all for conflicts between work and family; however, it is a necessary foundation from which to approach the tensions and conflicts.

Communication is related to parenting styles. Rudolf Dreikurs, a prominent family life educator, has identified several parenting styles: autocratic, permissive and democratic. Another style, mentioned in other literature, is called hypocritical.

These four parenting styles may overlap, although in each we can see an identifiable dominant pattern of parent-child interaction. It is common for parents who basically use one style to occasionally resort to characteristics of the other patterns. You might consider some situations where your parents have used all four!

1) The Autocratic parent relies upon punishment or the threat of it to enforce his/her dominance. Children are considered irresponsible and incapable of rational decisions without parental presence. The parent's behavior is usually authoritarian, demanding, uncompromising directing and moralizing. Children usually react as compliant, dependent, resistant, frustrated, angry and rebellious.

2) The Permissive parent is nearly the opposite of the autocratic. These parents relinquish to other institutions (schools, churches) their parental responsibilities to guide their children's behavior. Children are forced to make their own decisions without parental guidance. The parent's behavior is usually non-interfering, non-directive and non-demanding. The children usually react as confused, uncertain, angry, frustrated and independent.

3) The Hypocritical parents have high standards for their children, but which they themselves have not adhered to. They have a "Do what we say, not what we do" style. The parents' behavior is usually conflicting, confusing, inconsistent and indefinite. The children react by being confused, angry and cynical.

4) Democratic parents believe their role is based on personal involvement and two-way communication. Emphasis is on understanding, reasoning, and clarification of values and decisions. Their standards and expectations for the children's behavior change as the children grow. The parents' behavior is interaction, verbal exchange, adaptability, supportive, understanding and rationalizing. The children's reactions are trusting, satisfied, accepting, understanding, impatient.

Source: Work and Family, Friends or Foes by Joyce Portner and Larry Etkin

WF 2.23

DISCUSSION QUESTIONS:

1. How much time do you spend with your parents each day? What do you do during that time? How could you increase the amount of time you spend with your parents and improve the quality of the things that you do during that time together?

2. Think of yourself as having a half dozen people, each pulling at you from a different direction. Consider how uncomfortable or miserable this would make you feel. How might you feel if you were one of the pullers, able to see everyone else pulling at the same time? Think of the pullers as your job, your children, a community or religious function. How would these opposing forces tear at you as a parent or spouse? What could/would you do to alleviate, remedy or ameliorate the situation?

3. Think about your parents and their style of parenting. Do you feel they could modify their style to make the situation have less conflict? How? Discuss why you should or shouldn't change your style once it's been implemented.

4. Have you ever heard of or used a "family council" approach in your family? If you have, how did you do it? Did (do) you feel it is a successful technique?

Summary of discussion should include:

--Quality of time spent together
--Communication opportunities and how to improve and clarify.
--Structured family time/activities are important enough to precede all other priorities.
--Solve problems as they arise and be careful to meet individual needs based on individual circumstances.
--Recognize and accept family unit differences--middle class families have different values and punishment and will differ from "working class" values and punishment.
--Good and consistent child care.

PERENNIAL PROBLEM	What To Do Regarding Coordinating Work and the Family
PRACTICAL PROBLEM	What Should I Do Regarding Achieving A Balance in the Family and Career Lifestyle?
CONCERN/CONCEPT	Effects of Work on Family/Work Stress

HOMEMAKING SKILLS

Assess work stress and its effect on families

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Determinants of stress	What do all of these people and situations have in common? --17-year-old girl learns her boyfriend has been killed in an auto accident. --Businessperson loses a $10,000 commission to their competitor. --15-year-old boy approaches a girl to ask her out for the first time. --Athlete receives a first place award for efforts in a track event. --You are about to take your test for your driver's license. --You are going on an interview for a job you really want. Are all situations unpleasant? Brainstorm other stressful situations which beset families. Is stress good (positive) or bad (negative)? What would you call stress that is bad? (Distress.) How is stress good?
	Symptoms of stress	Using *Symptoms of Stress Checklist, relate symptoms of stress to your own instance. React to, discuss source and list problems and alternatives (including lifestyles) which you may consider in handling these symptoms before they become disabling, chronic disorders. --Employment alternatives --School/education alternatives --Friends --Family --Sex --Energy levels --Health --Personal appearance --Personal influence --Mood swings --Habits --Living environments --Leisure time activities

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Understanding stress	Responding to list on chalkboard, identify the two types of stress. (Teacher makes up list to include examples of each type of stress—acute example might be going into a skid on an icy road; chronic examples might be migraine headaches, stomach pains, heartburn, high blood pressure.) --Acute stress situations occur when there is an immediate threat to a person's life or physical being and the person has to respond immediately. --Chronic stress occurs when a crises situation is prolonged without any rest or recovery time for your body. Most of these situations would relate to work/family role conflicts. Identify symptoms which you would feel in each stress situation: --Racing heart (acute) --Headaches (chronic) --Gastrointestinal problems (chronic) --Shakiness after the initial episode (acute) --Cardiovascular problems (chronic) --Heartburn (chronic)
	Stages of stress	Imagine yourself in the following situations. Put the situations in the order in which they would probably happen by placing 1, 2 and 3 before each episode while keeping in mind that our bodies produce a definite series of reactions to stress—ALARM, RESISTANCE, EXHAUSTION. --You are on your way to an important appointment at work after having a nice breakfast with the family when the radio announcer states the time and it is one hour later than you think it is. "Is there anybody out there in radioland who forgot to set their clocks ahead this weekend?" the announcer asks. Darn, you reminded your spouse to do that! --You push the pedal to the metal and when the high semi suddenly changes lanes to be in front of you, you put on the brakes hard enough to swerve and narrowly miss the car(s) in the next lane. --You arrive at work to discover the meeting which was scheduled was canceled because your client forgot to set his/her clock ahead and missed the plane.

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Patterns of stress	Read *Stress Patterns. Using current resources, develop a list of stress patterns (optimal, typical, hazardous, dangerous). What do these patterns all have in common? What is the most important perspective to keep in mind when dealing with stress patterns? What pattern(s) seem to prevail in your life?
	Reactions to stress	How do you react when you're under stress? Imagine this predicament: You have loads of homework tonight! When you get home which of these reactions describes how you would react to this stressful situation and possible consequences of your reaction? SITUATION — REACTION --You do it but it won't be up to your usual level. — Tolerance --You eat or play a game with your brothers/sisters until after dinner, then try to do the best you can and forfeit T.V. — Diversion --Go to your room, telephone your best friend, complain about the assignments, then take a nap. — Withdrawal --Get high and pretend you never heard all of the assignments. — Denial --Do something crazy—run away or be truant. — Going crazy --Call in sick because you really are sick. — Illness
	Meaning of stress in work	The following statements are attitudinal statements—they convey a feeling you have about a situation. This situation may or may not have ever existed for you, but you still feel something about it. Find out what your attitudes are. To begin to do this, number your paper from 1 to 10. As the statements are read, quickly react without thinking about whether you agree or disagree. Do not worry if some statements contradict others—maybe your deeper feelings about work are contradictory. --Work is a bore because it takes you away from the things you really want to do. --Work is a challenge—it means always being given chances to try new things. You learn new things about yourself, too. --I don't know what work is, but for some reason it concerns me. --Who cares about work! You have to do it, so you do it. --I like the idea of going to work. It means being around people all the time and sounds O.K.

PROCESS SKILLS	CONCEPTS	STRATEGIES
		--Work means money and money means independence. I cannot wait until I'm on my own. --When you work you always have to do what you are told. Who needs that? --I know what I want to do for a living and I can't wait to start doing it. --I'm not sure what I'm going to do, but I look forward to doing it. Whatever it is, I will do my best. --I want to go out and work. Work means success. I'll be something and people will respect me. Which one suits you best? Which one suits you least? Do you know why? If so, why? What are some of your hang-ups about work? About having a husband/wife and children when you work? How would one job seem like stress and another job seem like play? What is the common factor that separates "work" from "play"?
	Functioning at your best	Brainstorm categories of jobs—working with ideas, working with things, working with people. Identify characteristics of people in each category. What additional factors should you consider before choosing a job? Brainstorm factors which permit/interfere with functioning in the job, therefore creating stress in the life of those around you, you, and the society in which you live? How would you cope with these? --Varying needs for fulfillment outside the home coupled with the traditional values most people have about women staying home and raising the kids. --A "good" parent has time for their spouse and children, therefore punctuality often is achieved at the expense of the family. --No support networks to call on in case the babysitter or wife gets sick and cannot fulfill expected roles for you. --Stress is more evident in women than in men over family/work conflicts (more flexible roles, less stereotyping). After considering these options, take some time to ponder what you <u>usually do</u>. Can you see yourself doing the same thing several times? This may be a pattern which you are developing.

PROCESS SKILLS	CONCEPTS	STRATEGIES
		Keep a journal diary of stressful situations throughout a six-week period. Identify the situation and record how you handled it. See if you can create a graph and record the frequency factor(s) involved. Is this way of handling stress going to be beneficial or detrimental to you? What might you have to do to change? (Consider options mentioned at beginning of subconcept regarding alternatives.) Select one person (male or female) to stand alone in the middle of the room—this person is the worker. Another person of the opposite sex from the worker takes the right hand of the worker (this is the spouse). Another person (either sex) takes the left hand of the worker (this is the firstborn child). The second born child grasps the worker around the waist with both arms from the front. Another person grasps the worker with both arms from around the back (widowed mother/father of worker). (If you want to involve more people, two more people can each grab a leg.) After group is assembled, have everyone pull gently and slowly, but firmly, toward themselves until everyone feels the pull...then FREEZE. The worker will begin to feel stretched, uneasy, uncomfortable and miserable. He/she will even fear he/she will lose balance. The worker cannot stay in this position forever. Get responses from the group (audience or those in the skit) as to how the worker can handle these areas of stress/being pulled in all directions at once. --He/she can decide to endure until he/she gets increasingly numb and no longer feels anything. Some of the pulling forces will conclude that the worker "no longer cares." --The worker can get out by using brute force and some family members might accidentally get knocked down. --The worker can look at each member of the family and see the hurt/conflict each may be experiencing and feel guilty and blame him /herself for not being able to do what he/she wants. The blame may be projected to the family for getting the worker into these circumstances. Feelings may arise that the worker is mean, unloving, and deliberately hurtful. --The worker may collapse (becoming sick, helpless, or die). --The worker may make deals and bribes he/she can't keep. Feelings of distrust and being let down will develop in the family group. --The worker can yell for help—or develop relationships outside the family.

PROCESS SKILLS	CONCEPTS	STRATEGIES
		If time permits, the worker can role play all of these ways of getting out of his/her bind.
	Assess your stress level	Use *Problem Locater Sheet to evaluate your ability to identify and work through a problem. After working through a personal problem, try to identify a problem which would be (or is) present in the home where both members of the family work and solve this problem in the same way. IEE - Use the *Feel Wheel on a regular basis every day for a six-week period. Plot graphs which would show changes during that time. Record how you felt and relate to what they actually did in class during that six-week grading period. Observe and discuss (or write) what caused you to feel positive and/or negative and how this influenced what you did in class. Relate these results to jobs and how performance might be affected. FHA/HERO - Use *Feel Wheel regarding meeting chapter projects/activities.

WF 2.24

SYMPTOMS OF STRESS CHECKLIST

Score each symptom from 0-5.

0 Never experienced
1 Experienced once
2 Experienced more than once in a lifetime, but not monthly
3 Experience 1-3 times per month
4 Experience 1-2 times per week
5 Experience 3 or more times per week

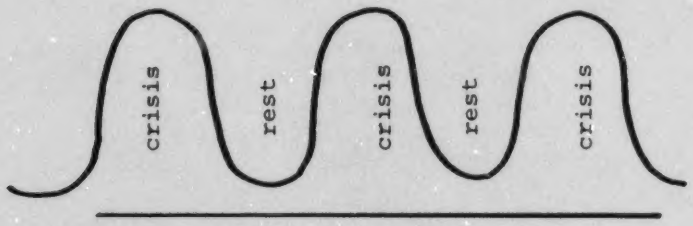
Score	REACTION/SYMPTOM	Score	REACTION/SYMPTOM
_____	Pounding heart	_____	Troubled breathing
_____	Trembling/shaking	_____	Tics
_____	Teeth grinding	_____	"Stuffy" sinuses
_____	Insomnia (trouble falling asleep)	_____	"Scratchy" or sore throat
_____	Frequent urination	_____	Tendency to startle easily
_____	Indigestion (upset stomach)	_____	Irregular menstrual cycle
_____	Stomach pain	_____	Anxiety (feeling "uptight")
_____	Headache	_____	Increased desire to eat
_____	Migraine headache	_____	Inability to respond sexually
_____	Fatigue	_____	Accident proneness
_____	Constipation	_____	Eczema
_____	Itching skin (dermatitis)	_____	Hair loss
_____	Acne	_____	Sore muscles in limbs
_____	Blushing	_____	Waking up early and being
_____	Loss of appetite		unable to go back to sleep
_____	Nightmares	_____	Waking up often at night
_____	Recurrent dreams	_____	Biting fingernails/lips
_____	"Lump" in throat	_____	Cold sores
_____	Sore or tense neck muscles	_____	Mental confusion
_____	Dry mouth	_____	Absentmindedness
_____	Sweaty palms	_____	Inability to concentrate on a task
_____	Excessive perspiration	_____	Crying
_____	Cold hands or feet	_____	Feeling "blue" (depressed)
_____	Low back pain	_____	Considering suicide
_____	Hives	_____	Attempting suicide
_____	"Tight" or sore shoulders	_____	Increased alcohol use
_____	Diarrhea	_____	Increased drug use
		_____	Increased time spent sleeping
		_____	Other _____

WHAT THE STRESS SYMPTOM CHECKLIST SHOWS

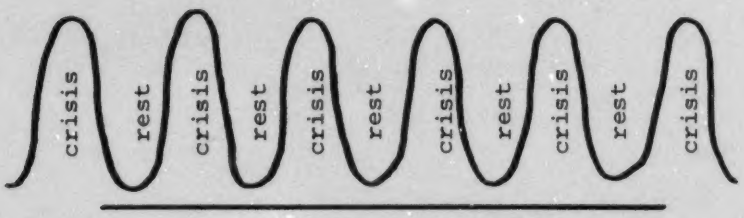
The higher your score on the Stress Symptom Checklist, the greater the likelihood you are a victim of stress overload. Almost everyone has experienced several of these stress-related symptoms at some time during his or her life, so scores between 0 and 100 are normal. If you scored between 100 and 150, your body is telling you that you are in a high-stress situation, whether you are aware of it or not. If you scored between 150 and 225, you are most likely in a chronic stress situation, and the suggestions provided in this book will be very helpful for you. If you scored over 225 points, your chronic stress is very severe, and it might be a good idea for you to make an appointment for a checkup with your physician.

WF 2.24

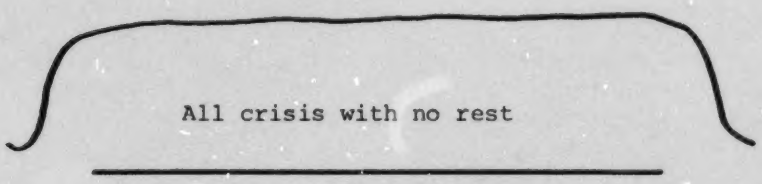
STRESS PATTERNS



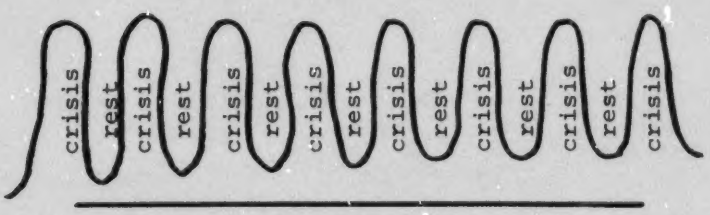
OPTIMAL



TYPICAL



HAZARDOUS



DANGEROUS

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PROBLEM LOCATOR SHEET

1. Identify the problem which seems most important to you at this time.

2. Does your problem statement include the person who is hurting or feeling the "pinch"? If not, rewrite your problem statement to include these persons.

3. Does the problem statement include your involvement with the problem? "How are you feeling?" "How does the problem affect you?"

4. List who or what is causing the problem. (E.g., others, employer, total group, family, parent.) Avoid the response that everyone is causing the problem—this is seldom true. Be specific! Maybe there is something in your own personality that is causing the problem. Maybe it's the way you perceive the problem and there really is no problem at all.

5. Identify the kind of problem it is. (E.g., communication, time (or mismanagement of it), conflict of values, inability to tolerate certain kinds of behavior, lack of skills, inadequate resources. Be specific!

6. Now, state your problem again. Include all the elements listed above.

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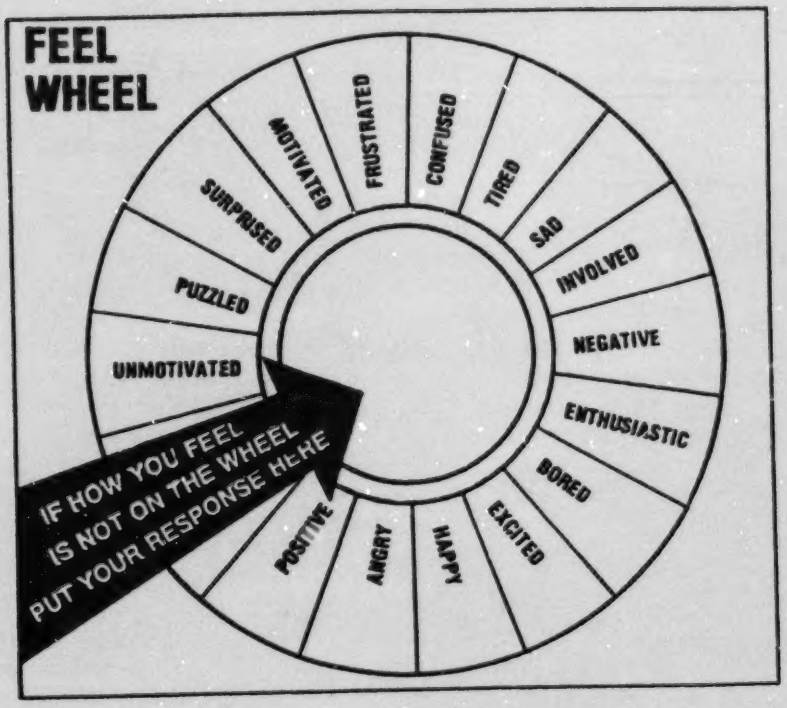
FEEL WHEEL



Source: Dr. Shirley Slater, Forecast, January, 1981.

PERENNIAL PROBLEM	What To Do Regarding Coordinating Work and the Family
PRACTICAL PROBLEM	What Should I Do Regarding Achieving A Balance in the Family and Career Lifestyle?
CONCERN/CONCEPT	Effects of Work on Family/Occupational Choices

HOMEMAKING SKILLS

Investigate occupational choices and select an occupational cluster

PROCESS SKILLS	CONCEPTS	STRATEGIES
		Pick an object out of a large bag or off a display of objects on a table. (Teacher collects various objects.) Compare the object you selected to an occupation. Tell why you chose the occupation you did to fit the object you chose. (Scissors might represent a supervisor or personnel director who has to be the one to determine who gets hired/fired)(cut). Would this occupation fit the one you have thought of yourself as having? If so, why? If not, why not? Refer to bulletin board. (*Bulletin Board Idea) Discuss how such components fit into Occupational Choices. What other considerations would a spouse or child(ren) necessitate?
	Self identity	Do *Personal Traits and *Self Inventory. Considering your original combination of abilities (skills, aptitudes, natural talents, interests and work preferences), what changes in your life will occur when you get married or have children? --Are you the same person you were when you took the job? (Are you still "good at" what you were "good at"; working more and enjoying it less?) --Do others think you are happy in your work? How would they know? (You could ask your fellow workers, or if mature enough, maybe you can "read" your co-workers' opinions as you perceive them to be—(Do they "bug" you? Do you feel you are doing your share of the work?) --Is your family understanding of your occupation? Do they appreciate what you do? Do you feel you are contributing both at work and at home?

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Personal information	Compose or do a Self-Inventory—a written description of your abilities, interests, work preferences and present values. Add to your self inventory the things others know about you (parents, spouse, children, teachers, friends, employers). Include past report cards or list what your grades have been, but remember that although grades show you how well/poorly you have done in a course, they do not always indicate your capabilities. Consider that hard work, new and good ideas and real interest can make a major difference in whether you will work well or just fair. Take some tests (*) Rating Your Abilities, Charting Your Interests. In writing, name four kinds of information about yourself that you should use in choosing an occupation. (Remember to give yourself room to grow and change throughout life, but these basic steps in choosing an occupation can and should be applied every time you think about making an occupational change, even quitting your job all together.) List three ways to find out information about yourself.
	Obtaining occupational information	Brainstorm ideas regarding types of information you want to know about various occupations. --Job requirements are those things you must have in order to get a job. (Certain amounts of education or training, special abilities, work experience or special licensing.) --Job descriptions tell you about the occupation itself, duties, pay scales and working conditions. --Job futures include the employment outlook for occupations and the chances for advancement within the occupation. What else might you want to know about specific job requirements, descriptions or futures? (College degree, high numerical ability, driver's license, your own equipment, whether it is indoor or outdoor work, messy or greasy, seasonal employment.) Determine where the jobs will be during the next ten years by using the Occupation Outlook Handbook. In what area(s) will there be the most jobs? Do these jobs require training or experience? Which job areas offer the most opportunities for growth? Which job(s) appeal to you the most? Why? The least? Why not?

PROCESS SKILLS	CONCEPTS	STRATEGIES
		Using as many different resources as possible, collect data and list ways you can find out about an occupation, where those occupational openings exist and what experience is necessary. --Talk to people in that occupation. --Ask your counselor or employment agency for information. --Observe workers on the job. --Think about your own work experience(s). --Interview employers who hire workers in the occupation in which you are interested. --Read about occupations (Worklife and Occupational Quarterly publications). --Write to professional groups for information about particular occupations. --Talk to members and officers of various trade unions. Using the Occupation Outlook Handbook, fill out the *Exploring Occupations Worksheet. --Look over the occupations in the index. --Select the occupation that interests you the most. Read the article about the occupation and fill out the worksheet where it applies.
	Changing occupations in your lifetime	List on a piece of paper all of the occupations you would like to consider in your lifetime. You may have a long list or yours may be extremely short. If your list is long, put an "A" by those occupations which are different yet very similar. (A mechanic is a mechanic and usually has the ability to take apart and fix anything, so an auto mechanic could easily become a computer repair person because the skills, though different, are basically the same.) Put a "D" beside those occupations which do not fit into any other category. (A nurse would be different from a mechanic because of many reasons--not too much would be similar in these occupations.) What general statements can you say about your choices? In what general occupational areas do you have interest? How might the job you do alter in your lifetime yet be within the same general occupational area? Do You Know activity (teacher writes on small pieces of paper or tagboard pertinent facts/trivia about occupations and/or famous personages who changed occupations and did their greatest work).

PROCESS SKILLS	CONCEPTS	STRATEGIES
		--Over 20,000 jobs people can do for a living. --You will change jobs more than five times in your lifetime. --Thomas Edison was told by his teachers that he was too stupid to learn anything. --A newspaper editor fired Walt Disney because he had no good ideas. --Einstein was four years old before he could speak and seven before he could read. --Beethoven's music teacher once said of him, "As a composer, he is hopeless." --You should call the company you're interested in to get the name of the personnel manager or the person in charge of hiring and directly contact him/her.
	Considering consequences on family and possible alternatives	Select an occupation and answer the following questions: --How will this occupation affect your life as a family member? --What will this mean to you, your spouse, children/society? --What sacrifices do you anticipate making? --What would this mean to your spouse and/or children? --Does this fit in with your values and standards as a family member? If so, how? If not, what may you have to modify or change? At whose expense?

EXPLORING OCCUPATIONS WORKSHEET

WF 2.25

Student's Name _____ Date _____

Title of occupation to be explored _____

List the names of books or other materials used, or persons interviewed _____

_____

Job Requirements

What education and/or training is needed? _____

_____

List any special abilities needed (verbal, numerical, mechanical, etc.) _____

_____

Do you need a license or special certificate to do this work? _____

List any other requirements for this occupation _____

Job Description

What are the duties? _____

_____

_____

Check (✓) the kinds of interests that are related to this occupation. (This question may be omitted if the information is not available.)

☐ artistic	☐ computational	☐ literary	☐ outdoor	☐ persuasive
☐ clerical	☐ mechanical	☐ musical	☐ scientific	☐ social service

Check (✓) any special working conditions associated with this occupation.

☐ routine, unchanging work	☐ very little movement	☐ high pressure work
☐ work that changes a lot	☐ heavy physical work	☐ much travel
☐ work under supervision	☐ dangerous work	☐ all inside work
☐ work without supervision	☐ night or weekend work	☐ loud noise
☐ work mostly with others	☐ extreme heat or cold	
☐ work mostly alone	☐ get dirty or greasy	

Does the occupation have any other special working conditions? Describe them. _____

_____

What is the pay or pay range for this occupation? _____

Job Future

What are the chances for advancement within this occupation? _____

_____

What are the chances for staying employed in this occupation (employment outlook)?

_____

In Your Opinion . . .

What are the major advantages of this occupation? _____

_____

What are the major disadvantages of this occupation? _____

_____

Source: Employability Skills Series, Florida Department of Education.

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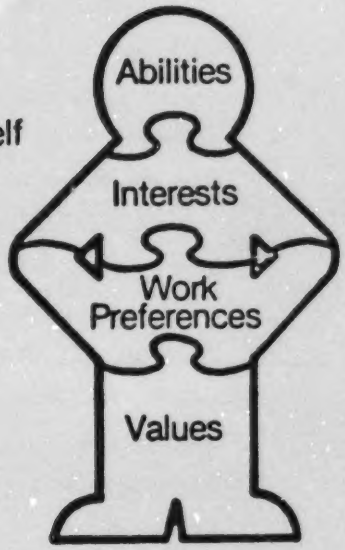
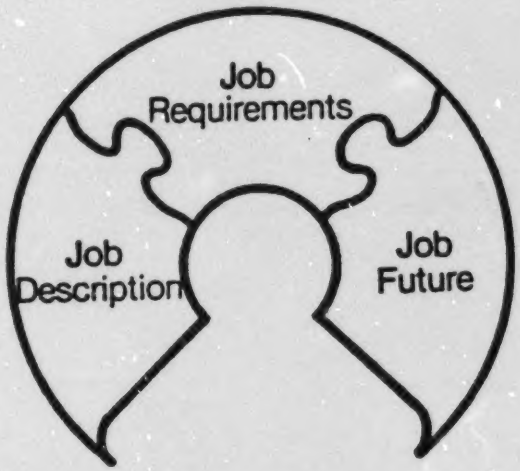
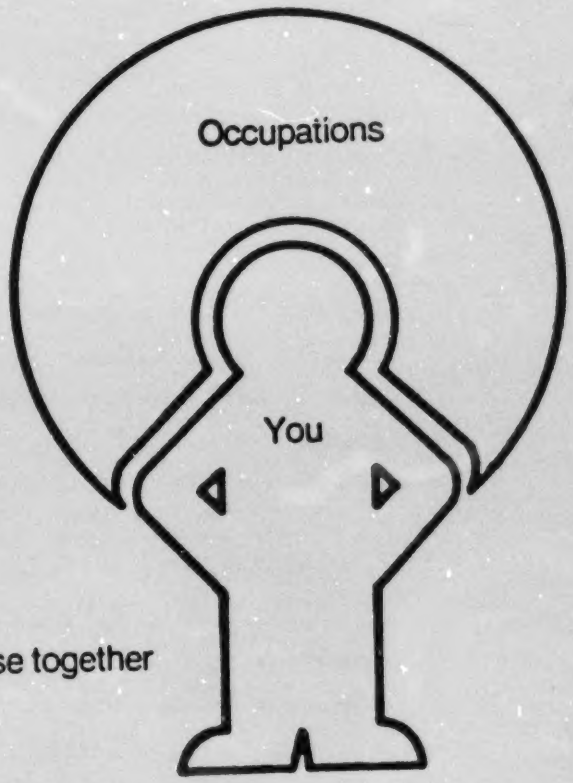
BULLETIN BOARD IDEA

How to find out
Information about yourself



How to find out
Information about occupations





How to put these together

Source: Employability Skills Series, Florida Department of Education.

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PERSONAL TRAITS

In Column I, list four kinds of information about yourself you should consider before choosing an occupation. In Column II, describe each one.

	I	II II
1.	(abilities)	
2.	(interests)	
3.	(work preferences)	
4.	(values)	

Read each statement and assess whether it pertains to a person's interests (I), work preferences (P), values (V) or abilities (A). Write the letter which you think applies in the blank preceding each statement. (There <u>are</u> correct answers.)

1. ____ I like to work alone.
2. ____ I think having lots of friends is important.
3. ____ I can type 60 WPM.
4. ____ I like to work with tools.
5. ____ I think having lots of money is important
6. ____ I like to play the piano.
7. ____ I like to get good grades.
8. ____ I like to write.
9. ____ I would rather take orders from someone else than make and be responsible for decisions myself.
10. ____ I am very good with numbers.
11. ____ I like sports
12. ____ I would rather have a low-paying secure job than a high-paying insecure job.

KEY: 1. P 2. V 3. A 4. I 5. V 6. I 7. A 8. I
9. P 10. A 11. I 12. V

WF 2.25

SELF-INVENTORY

ABILITIES:

List all of the ability areas in which you scored high or very high.

_____ _____

List your special skills and abilities.

_____

_____

How much education do you plan to complete? Check (✓) one.

- [ ] high school
- [ ] vocational, technical, or on-the-job training
- [ ] two years of college
- [ ] four years of college
- [ ] more than four years of college

INTERESTS:

List your three or four strongest interest areas.

_____

_____

_____

_____

VALUES:

List the three things you value most in an occupation.

_____

_____

_____

WORK PREFERENCES:

Which of the working situations described there would you like?

_____ _____

_____ _____

Are there any working conditions that you would dislike very much?

_____ _____

_____ _____

Source: Employability Skills Series, Florida Department of Education.

WF 2.25

RATING YOUR ABILITIES

There are numerous abilities! Mentioned below are a few important ones when it comes to making choices for the job which best suits you. Determine your level in each ability by circling the most appropriate number (1 = very high; 2 = high; 3 = average; 4 = low; 5 = very low). After completing this exercise yourself, get input from three others who know you well and have them circle the level as they perceive you. (It might be quite different from your rating!)

Verbal	able to understand and use words and ideas in speaking and writing	1	2	3	4	5
Numerical	able to work with numbers accurately and quickly	1	2	3	4	5
Reasoning	able to learn, understand and solve problems	1	2	3	4	5
Perceptual	able to see differences or similarities in the things and world around you	1	2	3	4	5
Coordination	able to use feet, hands, and fingers easily and skillfully	1	2	3	4	5

What would be some skills and abilities not described above? Think about your hobbies and activities away from school. Given below are a few examples:

photography
organizing activities
good helper around the house
teaching
mechanical ability
high scorer on computer games
work well with people
selling

Make a list of some of the things you do WELL.

_____

_____

_____

_____

_____

Charting Your Interests

WF 2.25

Occupations can be grouped under one or more interest areas. Here are 10 basic interest areas used in the Kuder General Interest Survey.* Try to spot your major interests by rating them on this page. If you have taken an interest test, you may use the results in filling out this form. If not, rate your interests on the basis of what you know about yourself and what you've been told by friends, relatives, teachers, and counselors. Put a check (✓) in the box that shows how you rate each interest.

Interest Area	Do You Like . . .	Examples of Occupations That Share This Interest	Rate Your Interests: Not Interesting	Somewhat Interesting	Very Interesting
OUTDOOR	working outside most of the time? working with animals and plants?	farmer, forester, ranger, athletic coach, agriculture and mining engineer, construction worker	☐	☐	☐
MECHANICAL	working with machines, tools, engines? fixing things?	auto mechanic, carpenter, machinist, repairperson, plumber	☐	☐	☐
COMPUTATIONAL	working with numbers?	accountant, cashier, payroll clerk, businessperson, math teacher, statistician, stock broker	☐	☐	☐
SCIENTIFIC	discovering new facts and ideas, analyzing and solving problems, inventing things?	chemist, physician, physicist, engineer, electronics technician, inventor	☐	☐	☐
PERSUASIVE	dealing with people, selling things and ideas, persuading people to your point of view?	actor, clergy, lawyer, politician, salesperson, teacher, advertising writer	☐	☐	☐
ARTISTIC	doing creative work with your hands, designing for eye appeal, working with color or line?	architect, hair stylist, artist, dancer, clothing designer, interior decorator, illustrator, textile designer	☐	☐	☐
LITERARY	reading and writing?	editor, historian, writer, librarian, news reporter, teacher	☐	☐	☐
MUSICAL	listening to music, playing musical instruments, singing?	choir director, composer, conductor, music teacher, performer, band member, music store clerk	☐	☐	☐
SOCIAL SERVICE	helping people?	clergy, school counselor, nurse, employment counselor, social worker, orderly, teacher, psychiatrist	☐	☐	☐
CLERICAL	keeping things in order? being precise and accurate? doing office work? working indoors?	bookkeeper, file clerk, keypunch operator, secretary, typist, ward clerk, proofreader	☐	☐	☐

*G. Frederic Kuder. *Kuder General Interest Survey Manual.* Form E. (Chicago, Illinois: Science Research Associates, 1964), p. 6.

Where do your interests lie according to this survey?
Did you know these things about yourself?

Source: Employability Skills Series, Florida Department of Education.

BEST COPY AVAILABLE

PERENNIAL PROBLEM	What To Do Regarding Coordinating Work and the Family
PRACTICAL PROBLEM	What Should I Do Regarding Achieving A Balance in the Family and Career Lifestyle?
CONCERN/CONCEPT	Effects of Work on Family/Fringe Benefits

HOMEMAKING SKILLS

Investigate fringe benefits

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Identifying fringe benefits	Divide into two groups. One group will represent the company/owner/employer—the other group will represent the worker/employee. Your task is to list benefits in addition to salary which you think you can give (if you are the employer) and those which you would like to receive (if you are the employee). These are commonly called "fringe" benefits.

EMPLOYER	EMPLOYEE
--2 to 4 weeks paid vacation	--Paid vacation
--Hospitalization (full)	--Paid sick leave
--Dental insurance (partial)	--Paid personal leave (5 days/year)
--Prescription insurance	--Hospitalization
--Company car	--Dental insurance (full)
--All expenses, no questions expense account	--Prescription insurance
--Bonus of turkey at Thanksgiving	--Picnic at Cedar Point
	--Christmas party

Rank order each list of benefits. What would be the most important for you? Your family? What would be the least beneficial for you? For your family?

Decide what other aspects of fringe benefits would/could be offered by the employer? Decide what other aspects of fringe benefits would be appreciated by the employee.

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Cost to employer/ employee	**EMPLOYER** What are the costs of the benefits? Can I afford to offer them? Can I afford not to offer them? Who gets what? (Paid vacation length determined by seniority or does everyone get the same.) Do the benefits I give make me attractive to a certain age or sexual group? Who gets a company car and who receives mileage costs? Do I give bonuses, incentive or merit raises, or profit sharing? Can I afford to offer some or all of these? Do men and women receive the same benefits? Do I pay relocating/moving costs? **EMPLOYEE** Can I take my husband/wife along on my business trips? Do I need the benefits or would I rather have the money? Am I happy with what I'm doing and feel a high level of self satisfaction? Is the low salary and job security worth all of the "extras"? Is there a pension plan and how good is it compared with what I can get somewhere else? Are babysitting services offered? Are there physical fitness facilities offered within the plant? How do they feel about using the company car for personal use—or do I have to leave it at the garage all night? If I work at a restaurant, can I eat anything and all I want? Relate the questions above to an overall situation. What are these benefits going to do to the rest of the community? What "hidden" factors are involved? (The company who offers babysitting services might have a larger number of female employees—how would I fit into this structure if I were the male?) Call upon students of multiple working families to share their own thoughts regarding what "fringe benefits" <u>they</u> receive. (Time alone to be with self and do my jobs at my rate without parent constantly overseeing. An opportunity to become a more independent person and a more actively participating family member. More money so requests are not usually refused.) Do you like your life more or less since your parents both are working? Why or why not?

PROCESS SKILLS	CONCEPTS	STRATEGIES
PR	Reflection and evaluation	Referring to *Case Studies, use the practical reasoning process to determine which situation would be your choice. Questions will be given on the case studies for you to direct your thinking. As an individual or club activity, interview at least five people. --Younger but established person who is considered self-employed (doctor, lawyer, minister, salesperson, real estate person, contractor/builder, architects, farmer, any owner of any small business such as a beautician, owner of the local eatery). --Retired person who was self-employed but has sold his/her business. --Older person who should/could retire but likes to continue working and does. --Person who worked for a company and was "automatically" retired at age 65. --School teacher. --Personnel/hiring director or finance consultant for a large company. Interview questions should include thoughts about those things listed below and hopefully you should be able to generate some of your own. --What does each person have as tangible and intangible benefits? --Are they satisfied with their personal choices—if so, why? If not, why not? --Who would or should be responsible for the offering of fringe benefits? --Who can change or request more fringe benefits? --Do the fringe benefits remain the same after I retire? --Would the fringe benefits continue if someone else bought the company? --What benefits benefit the worker only and which benefit the entire family? --What do you do when fringe benefits like hospitalization aren't offered? --How many dollars taken out of each employee's wages are "unseen" dollars which must be paid by the employer for all of the "fringes"? --How have these fringe benefits (or lack of them) affected this person's outlook or attitude on life, his/her family, the society in which we live?

CASE STUDIES

#1 Ben E. Fits took a job with the local school system 15 years ago. Since he teaches Driver Education, he gets a new car every year which allows him to leave the family car for his wife and children. Although his salary of (whatever befits your system) isn't the greatest, he sure was appreciative when his hospitalization paid all of the costs for his son's broken arm and the x-rays his wife had to have last year. He also said a personal thanks when he went to the drugstore to purchase his ulcer medicine at $30 per 100 pills and flashed his prescription card and paid just the 59 cent service charge. Just last year, although he only received a 3 percent salary increase, the school board voted to approve a good dental and vision insurance plan...just in time when the children needed braces and his teeth were in need of some necessary restoration care he had let go because he didn't feel he could afford it.

A few years ago his wife, Havemore, was offered and took advantage of the opportunity to work as a secretary in the computer/science department at the local university. Although the pay was low and the benefits didn't compare with her husband's, any member of the family could attend the university tuition-free and receive a 25 percent discount at the university bookstore.

All in all, Ben is a happy worker and the family functions well. They have enjoyed a modest lifestyle and appreciate the roots they have in the community and the proximity they are to friends and family.

#2 Ron E. Rural loves his dairy farm. He's had it for 20 years. He has enjoyed the four children and the opportunities they've had to grow an work together as a family. It was a real break (the first in 10 years) when he and his wife went to Hawaii for a month two years ago. There was a real feeling of satisfaction to know his 19-year-old son, with the help of the other children and hired hands, could carry on with the round-the-clock duties involved in managing the farm. It offered him peace of mind. They had their share of good times and a few bad, but it seemed like they always would have food to put on the table. If the hospital bills piled up like they did a few years ago when his dad was sick, he just parcelled off a few acres of land and sold it. He had been able to buy that back and more since then because times had really been good. His oldest children were now in college and the money has been set aside for the younger ones. He always felt his security was in the land and his income was controlled by how hard they all wanted to work.

It sounded silly when his wife, Renee wanted to go to work last year at the local grain/equipment company, but talk about a changed woman! She approaches her life with renewed enthusiasm and her family thinks it's the greatest thing that ever happened to her. The 20 percent discount she gets by working there sure comes in handy and made quite a difference in expenses at planting time.

Hopefully, the children will settle close by and they can add to and expand the operation as he did when his dad was just a young man. He's seen the farm go from 30 acres and 10 head of cattle to 350 acres and 150 head. Imagine the possibilities yet in store if some or all of the children decide to settle close by!

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Looking closely at the two case studies, make a list as complete as you can of all the fringe benefits you see in each study. They will be quite different because the situations are entirely different. Look for obvious (tangibles) ones and the not-so-obvious (intangible) ones.

THE FITS

THE RURALS

How are the fringe benefits similar? How are they different? Which situation would you rather be in and why? What specific factors influenced your decision? Why? If neither of these situations appeal to you or apply to your value system, feel free to write your own example. List the specific benefits and apply the questions listed above to answer in your own way to your situation.

PERENNIAL PROBLEM	What To Do Regarding Coordinating Work and the Family	HOMEMAKING SKILLS	
PRACTICAL PROBLEM	What Should I Do Regarding Achieving A Balance in the Family and Career Lifestyle?	Assess the impact of mobility on the family	
CONCERN/CONCEPT	Effects of Work on Family/Mobility		

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Mobility problems	Use activity Where Would I Go? Write occupations specific to different geographic locations on different cards. Locate place on large U.S. map. Write your name on a paper pennant. Pin to map at location where an occupation of your choice prevails. Identify other locations or occupations until everyone finds a spot. Discuss/ observe reactions to location of work. Why have you chosen this site? Discuss facts of mobility. --Typical Americans move 14 times in their lives. --Forty million people move every year, or 12 million families. --This is twice as much as the average Englishman. --This is three times as much as the average Japanese.
	Those who move	Identify the following situations and select those who would be most likely to move. --The factory worker --The married woman --The unemployed factory worker --The executive of the factory --Members of a minority group (blacks, hispanics, etc.) --The single woman --The young college graduate --The couple with no children at home (retired or childless by choice) --The family of six whose son/daughter will graduate from high school this year

PROCESS SKILLS	CONCEPTS	STRATEGIES
PR	Impact of moving on families	Who would be the least likely to move and why? In which category would you like to be? Why? Role play the skits on *Skit Sheet. Look for attitudes, changes of attitudes and overall effects on the entire family. React to the two sets of situations. Which problems in each situation are similar? Which problems are different? How is each member of each family affected? How does age make a difference? How does sex make a difference? In which situation would you like to be the student? In which situation an adult? Give five reasons for your answers based upon how you feel. Giving consideration to all family members and using the practical reasoning process, which family would seem happiest, most stable, most adjustable and more able to cope with the changes which moves bring? Be specific and substantiate your opinions with pertinent and relative information. Describe why people move (when jobs are scarce and skills are difficult to sell, stages in life cycle and what spouse wants to do regarding job). Who usually encounters the most problems in a move? Why did you choose this person? What benefits do you see by moving? Are they worth the move? FHA/HERO - Be or form a "Welcome Wagon" system in your FHA/HERO Chapter. Avail yourself to those new students who come in throughout the year. Be prepared to inform them about school policies, social opportunities, different styles of different teachers and all the things you see as important in making a transition from one school to another easier.

WF 2.27

SKIT SHEET

#1 Todd Traveler has been promoted. His family will move from Akron to Atlanta. This is the twelfth move in their 18 years of marriage. The oldest of the three children, Blake, has already attended eight different schools. The Travelers make $60,000 a year. (Teacher: Insert upper level income appropriate to community.)

Mr. Traveler's views—
-moves are a way to get ahead
-almost afraid not to move with the way the economy is
-he feels he'll get stagnant if he stays too long in one place
-he's looking forward to a change in climate and to a new office

His wife, Idawann's views—
-feels overwhelmed by all the packing and unpacking involved
-doesn't look forward to seeking out new schools, doctors, notifying everyone they've moved
-likes her home in Akron because it's close to her sister and the schools are good
-doesn't feel the excitement other wives in the company seem to feel
-feels like a temporary resident and doesn't really want to get involved in community activities anymore because it's always so temporary
-she fully expects to move again in two years
-she hasn't been able to find a job but would like to
-she feels isolated, lethargic and lacks confidence
-all she feels she has left are the children

Black's views--
-afraid he won't find new friends
-every time he gets into extracurricular activities and is doing well, it seems they move. It seems as soon as this happens in the next place they'll move again
-he keeps suggesting to his parents that he be allowed to live with his aunt and uncle to give him a chance to stay in one place. Parents won't approve.

Dick, the 12-year-old is beginning to feel like his brother. It seems like he spends more time looking for new friends than playing with them.

Michael, the 7-year-old is excited! Moving is such an adventure.

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#2 The Stayawhiles have been married for 18 years. They have moved four times, but have refused promotions on four other occasions. Mr. Stayawhile makes $33,000 a year and his working wife, Lisa, makes $16,000 a year. (Teacher: Insert upper middle level income appropriate to community.)

Greg, the father, feels--
-he has not advanced as far as he might have but has been able to see his family enjoy a comfortable lifestyle
-two of the transfers he accepted were when the children were young and not yet in school

-the other transfer he accepted came at a time when their older son, Chris, was going from elementary to junior high school
-he turned down one move because it didn't fit into a normal transition period
-he's always considered what is best for the family
-his company values him enough to be understanding and still gave him another promotion

Lisa, the wife--
-is a teacher and likes her job
-doesn't mind working to make up the differences in income posed by the move refusals
-knows her teaching credentials would not be valid in another state and there probably wouldn't be a job opening

Chris, the 16-year-old son--
-is doing very well on the varsity basketball team
-is an honor student and likes school
-wants to graduate from this school

Amy, the 12-year-old daughter--
-is a good gymnast and is afraid a new school won't even have a symnast's club
-wouldn't mind a move because she's kinda afraid of the big junior high school anyway

PERENNIAL PROBLEM	What To Do Regarding Coordinating Work and the Family
PRACTICAL PROBLEM	What Should I Do Regarding Providing an Economic Base?
CONCERN/CONCEPT	Interaction Between Family and Work/Opportunity Costs

HOMEMAKING SKILLS

Investigate opportunity costs in the workplace

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Human costs Economic costs	Read *Case Studies - Opportunity Costs and discuss what employment opportunity and what human opportunity (personal or family) was given up in each case. What are the possible "payoffs" in each case? What would determine whether or not these payoffs were worthwhile? Discuss the definition of opportunity cost. Opportunity costs are what you could earn or gain doing something else. --What one could earn if they chose not to have children. --What one could earn if they chose not to take particular coursework. Apply the definition to earning and gaining material goods (dollars, the likelihood of gaining more dollars) in the case studies. Apply the term to earning and gaining personally (self fulfillment, meaningful situations for self and family). Using current career/occupational guides, establish the actual dollar value of opportunity costs for a specific time period for a particular occupation/career. Interview family members or faculty to learn of opportunity costs they have experienced. Ask if they would make the same decisions again. If they would decide otherwise, on what would they base their new decision? Could they justify their decision on the basis of self, family and society? Which of the three took precedence in their decision?

PROCESS SKILLS	CONCEPTS	STRATEGIES
		Using the case studies (above) consider the decisions made by the individuals. List the values and goals that were necessary for them to reach the decision. If you were to make the same decisions, what values and goals would affect your decision? What alternatives and consequences would you consider in these situations? Using the case studies, determine when these individuals would be able to objectively evaluate their decisions or get the payoffs. Might some of the gains, both human and economic, be obvious only after many years? Determine an extracurricular activity, job or community education course in which you plan to participate. Follow this activity through the year/semester keeping a log. At the end of the project determine the opportunity cost (human and economic) of this activity. Evaluate the activity in terms of self, family and society. Create (via written example, tape recording or slide/tape presentation) an example of a situation involving opportunity costs. State the opportunity costs in terms of human costs and economic costs. Include goals and values involved. Generate the alternatives and consequences to the action that would involve alternative costs. Consider how the decision (action) affects the individual, family and society. Consider the "payoffs" (human and economic) to the person involved. Interview persons in your school who are actively involved in sports or other activities. Determine the opportunity costs for given activities (football player who gives up after-school job and has costs for various aspects of the activity). Determine the gains as well as costs (human and economic).

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WF 2.31

CASE STUDIES - OPPORTUNITY COSTS

1. Ellen is a buyer of children's clothes in a large department store. She is planning to have a baby in five months. She wants to spend time with her child and therefore will take a year from her job. Her boss has said she'll try to hold the job for Ellen but "can't make any guarantees." The year from the job will cost Ellen a year's salary. She also puts her job in jeopardy by leaving for a year. If and when she returns to work she will have one less year of seniority. She will also have lost some experience dealing with trends and fashions and being aware of changes in personnel and activities in the year she was unemployed.

   The total of these costs is what Ellen could have earned if she had not stayed out of work for one year.

2. Greg has worked in a machine shop for three years. He likes the work and people. Greg does not have a machinist's certification. He has come to realize that he needs this certification if he hopes to progress at his job or even maintain his present position. Greg has investigated a six-month training program that is highly rated. Mr. Todd, Greg's boss, says he'll hold the job for him and encouraged the course. Mr. Todd offered to loan Greg some tools necessary for the course.

   The money Greg could earn in the six months, the tuition and supply cost at the school, and the travel to the school are opportunity costs for Greg. (They are what Greg would have if he had not gone to the school.) Greg also had some human opportunity costs. In order to pay for the tuition and earn living money for the six months, Greg's wife worked overtime at her beautician's job. Greg saw less of his three-year-old son and five-year-old daughter during these six months. He often had to study when he's have liked to spend time with his family. These human opportunity costs are what Greg and his family could have gained had he not taken the course.

3. Marie and Santos have been married three years. Marie is a medical technician. She plans to quit her job to have a baby. She does not plan to return to work until her children are in school (age 6). Since Marie and Santos hope to have three children spaced about two or three years apart, it will be eleven or twelve years until Marie reenters the work force.

   The cost of Marie's earnings for the 11 or 12 years (including likely pay increases) plus the likely coursework updating in her field when she reenters will be the opportunity cost of Marie's removing herself from the work force.

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NOTE: When evaluating these cases, consider possible factors that would affect the actual dollar opportunity cost. Examples are decreased child care or day care costs in 1 and 3; assisting with meal preparation because of schedule change in 2.

PERENNIAL PROBLEM	What To Do Regarding Coordinating Work and the Family	HOMEMAKING SKILLS
PRACTICAL PROBLEM	What Should I Do Regarding Achieving A Balance in the Family and Career Lifestyles?	Assess personal commitment to work and family
CONCERN/CONCEPT	Interaction Between Family and Work/ Commitment to Work and Family	

PROCESS SKILLS	CONCEPTS	STRATEGIES
		Participate or observe minidramas in the "Is This Realistic?" soap in which family members face situations that appear to be issues of commitment to work or family. --Child needs parental help on project, but job requires parent to be out of town. --Teen wants to be at track meet, but grandfather needs teen's help at family store. --Child is getting special award at community center. Parent is called into boss's office for emergency budget session. In each minidrama, structure a response that incorporates the following statement: --"I always choose my family before my job." --"Work always comes first: I have no choice." After the minidramas, discuss questions similar to those listed below: --Is this realistic? --Why or why not? --Would you answer this way?
	Situational (contextual) factors	After discussing the meaning of situational factors (factors particular to a given situation, rather than situations in general), consider what situational factors could affect the minidramas.

PROCESS SKILLS	CONCEPTS	STRATEGIES
		First drama--out of town trip might be vital to keeping job (or not important). --Parent may have low employability level and this job is therefore, very important (or may have high employability level and therefore less desperate to maintain this job). --Child may not really need help (or be failing and desperately needing help); parent may not be able to help child as well as other persons could (or may be the only one who can help). Depending upon these situational factors, the family members will make work-family decisions. What appears to be the person's commitment may be actually aspects of situational factors. Can anyone really say, "I'm so committed to work (family) that I'll <u>always</u> choose it over my family (work) life"? Do situational factors usually play a part in choices between work and family?
	Changing male-female roles	Determine, in small groups, how well the following statements are accepted today. How well would they have been accepted in your grandparents' day? What factors have caused the change? --Women are more committed to work because they must earn the income. --If a woman works outside the home, she has to be less committed to work than her spouse because she has major family responsibility. --Both men and women are committed first and foremost to the family; work becomes second. --By being committed to work, you really are committed to family. After all, what are you working for if not to help your family? Debate the following: "The degree of commitment to work is based on sex." Make an outline of points made by each side (pro and con).
	Work ethic	Discuss the term "work ethic" and list on chalkboard those factors that may have assisted in the development (or lack of development) of work ethic in individuals. Determine class opinion on how a strong work ethic might affect the outcomes of the situations in the initial strategy (above).

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Temporary/ permanent aspects	After reading the following "Before and After" situations related to commitment, work in small groups to make generalizations about the temporary/permanent nature of commitment.

BEFORE	AFTER
During the first week of the job, Ed gets to work early and stays until the job is complete.	After three months, Ed arrives at work on the dot or 10-15 minutes late. He is out the door as soon as possible whether the work is done or not.
Before Lois was married, she devoted evening and weekend time to her job.	Since Lois is married, she has cut out extra work hours.
Before Paul was a father, he took lots of work home to do in evenings.	Since Paul's daughter was born, he does not take work home.
When Peter and Janice were married, they vowed they would always be together on weekends.	After several years of marriage, Peter and Janice no longer make a point to reserve the weekends for family time.
Before Cheryl got to know the kids in her neighborhood, she spent lots of time with her family.	After Cheryl got to know new friends, she made little effort to spend time with her family.

Generalizations may include some of the following:

--Commitment to work or family is related to life cycle stage.
--Commitment is an idea which may be permanent, but various situational factors, over time, may alter the carried-out commitment.
--Time is a situational factor of commitment.
--Certain points in our lives facilitate and necessitate commitment to work or to family.

PROCESS SKILLS	CONCEPTS	STRATEGIES
		Assume that the persons in the above situations are unhappy about the changes that have occurred. What are the alternatives available to them? What consequences may result? FHA/HERO - Use "commitment" as a topic for a group meeting. Discuss (using student structures visuals) the member commitment to FHA/HERO. Discussion questions may include: What actions/behaviors indicate commitment? Why are some persons more committed than others? How can more commitment be generated? What indications exist that show commitment to FHA/HERO that are affected by stages of the individual's development? Interview three employed persons representing different ages and occupations. Ask about their current commitment level to their work and their families. Ask how the commitment levels have changed over time. Form some generalizations about your findings. Report to class. Over a period of several months, observe television/movies that depict levels of commitment to work and to family. Keep a written log of these shows to determine situational factors that affected the commitment. Determine if sex role expectations were involved in commitment in the dramatizations. Determine if these dramas were realistic. Given a particular case study (similar to those in the first strategy), determine situational factors that affect the commitment to work/to family; consider if sex role expectations affected the commitment level. Create a situation that you might be currently faced with that involves your commitment level to work and family. Indicate your alternatives and consequences. Indicate the situational factors that affect your commitment, determine what, if any, sex role expectations have affected your commitment level.
PR		

PERENNIAL PROBLEM	What To Do Regarding Coordinating Work and the Family	HOMEMAKING SKILLS
PRACTICAL PROBLEM	What Should I Do Regarding Achieving A Balance in the Family and Career Lifecycle?	Develop a workable work-family schedule
CONCERN/CONCEPT	Interaction Between Family and Work/Scheduling Concerns	

PROCESS SKILLS	CONCEPTS	STRATEGIES
		Observe and react to several classmates performing a skit that depicts problems in scheduling of work and family activities. Skit could be based on: --Parent at work site; young child in school play at same time. --Husband requesting wife's help in entertaining business contact; wife has made commitment to job-related meeting at same time. --Teen is to work on school paper; he/she is the only family member who can take grandmother to medical appointment. Discuss why some people appear to have more than 24 hours in a day while others appear to have much less. Interview a faculty member who has a family and is highly involved in his/her job. Determine how he/she handles a busy work/family schedule. Ask about incidents that have been particularly difficult and how they were resolved.
	Quality time	Discuss quality vs. quantity of time spent with family members. Determine how quality and quantity time can apply to the work world as well as family world. Develop time schedules for a father and mother who are employed. Develop one schedule to emphasize quality of time spent with spouses and children; develop a second schedule to emphasize quantity of time spent with children and spouse. Consider which schedule would be better for children/for parents. Determine factors that would influence the choice of quantity time or quality time.

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Flexibility	Observe a teacher demonstration and explanation of flexibility and rigid inflexibility. (Analogy of soft rubber--or nylon comb (flexible)--and brittle plastic comb (rigid). Flexible comb can bend to perform necessary task; plastic comb may break in process of trying to perform tasks.) Work in groups to devise written situations that cause typical scheduling concerns in students' lives. (Teacher assigns large project at short notice, parent becomes ill, best friend cannot get his/her parent to drive to play practice.) Exchange situations and work in groups to apply flexibility to the situations. FHA/HERO - Using FHA/HERO developed Program of Work, devise possible scheduling conflicts between chapter activities and home life of members. (Local sports and/or music activity on same date as district meeting.) Use flexibility to reach solutions.
	Shared responsibility	Discuss who has the responsibility to manage or organize the schedule of family and work in students' homes. Consider positive and negative aspects of one family member doing all the scheduling. If one member takes major responsibility, what can each person do to assist? Observe and share episodes in the media that depict family scheduling problems. Consider whose responsibility was not carried out in these episodes. Create your own humorous or serious drama to depict possible scheduling concerns. Show responsibility taken by family member(s) to prevent the problem. Brainstorm tools or devices to assist in smooth work/family scheduling. (A strategically located family calendar: Clearly related work schedule for each family member.) Brainstorm techniques and policies of work setting that could assist in preventing scheduling conflicts. What would be the effects on family of flex-time; society and work; family leave (for school conference), policy to coordinate vacation with children's holiday school.

PROCESS SKILLS	CONCEPTS	STRATEGIES
		IEE - Keep a long-term diary of work/family scheduling, determine characteristics and factors that appear to be causes of the scheduling problems. Devise tools and techniques to overcome the causes. Given a particular work/family scheduling conflict, explain how you could use flexibility, quality time, and shared responsibility to resolve and/or have prevented the situation.

PERENNIAL PROBLEM	What to Do Regarding Coordinating Work and the Family
PRACTICAL PROBLEM	What Should I Do Regarding Achievement of a Balance in the Family and Career Lifestyle?
CONCERN/CONCEPT	Interaction Between Family and Work/Family Values, Goals and Priorities

HOMEMAKING SKILLS

Assess family values, goals and priorities

PROCESS SKILLS	CONCEPTS	STRATEGIES
		Become acquainted with the two families *Case Studies: Family Values, Goals and Priorities). Discuss how both families can be so different, yet both are happy and content. Discussion will include: --Value—the relative worth, usefulness, or importance of something. --Goal—something you hope to attain. --Priority—a preferred rating, indication for preference.
		Determine if the following statements reflect values, goals or priorities. --I've always wanted to be a cheerleader. --I enjoy collecting stained glass. --He likes classical music, but he usually chooses jazz albums. --She took the temporary job with the library in order to afford the tuition in nurses' training. --They both think gourmet cooking is exciting. --Our whole family wanted a new stereo, but the washing machine came first.
	Family styles and themes	Consider theme (or basic shared direction and recurring emphasis) of various families you know. Use photos of families in magazines to depict various families. What kinds of recreation, work—leisure pattern, or general strivings do these various families have? List some typical theme. Discuss how family values, goals and priorities affect family themes. Determine how work attitudes are affected by family styles or themes.

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Communication	Design family theme T-shirt (short phrases that could fit on T-shirts: "All for One: One for All," "To Each His/Her Own," "Biking is our Bag," "Do Your Own Thing." Have a sit-down discussion with your family. Ask members what they see as family goals and values/work goals and values. A worksheet can be created by class to help gather the information. Consider how the goals and values of your family affect the behaviors and actions of family members. Discuss with family members how your goals and values are different from/similar to the goals and values of your parents' and grandparents' families. Role play situations in which family members have less friction/conflict between work and family because they have communicated their goals, values and priorities. --Parents accept teen's lateness to supper because they realize his/her need to have extra help in math in order to do well on college entrance exam. --Child(ren) give up Saturday peer activity to help with patio building because the patio has been considered a family goal. --Family members work to paper and paint extra bedroom because all have placed value on having grandmother move in with them. FHA/HERO - Using the goals/values/priorities model, consider the FHA/HERO Chapter activities that increase member interaction as "family activities"; consider the tasks, fund raising, service projects as "work activities." Determine if the goals and values of the local organization are more "family" oriented or more "work" oriented. Decide if the organization is evenly balanced between "work" and "family." With the agreement of family members, make a plan to have periodic family meetings to discuss how well family is striving for and achieving its goals. Divide goals into long-term/short-term goals. Determine agreed upon action by each member to reach goals or a particular goal. (Suggested time is for a year's project with bi-monthly family meetings.)

PROCESS SKILLS	CONCEPTS	STRATEGIES
		Complete the following: --A goal is... --A value is... --Priorities are... --Communication is helpful in achieving family goals and values because... --Family values, goals and priorities affect a family theme or style because...

CASE STUDIES: Family Values, Goals and Priorities

The Latir family lives in a suburban area where Mrs. Latir is a Counselor at the local children's home. The Latir's have two children: Jeff, 15, and Carrie, 13. Mr. Latir is a salesman for a large company and is usually out of town during the week. When he returns home on Friday afternoon, the family usually spends some time catching up on the week's activities. Often, family outings are a part of the weekend plan, and camping plays a major part in these outings. The family has camped in 28 states.

The outings and other family activities usually include Sarah Latir, Mr. Latir's daughter from a previous marriage who lives with her mother.

Next summer, the entire family, including the dog Jo Jo, plan to go on a large camping trip through northern Canada. Though this plan involves some concern about summer jobs for Jeff and Sarah, everyone is working toward this activity.

The Hansons own a restaurant. The family includes Mr. and Mrs. Hanson, Jane, 18, Paula, 16, Andy, 12 and Grandma Carson. Everyone works in the restaurant which operates 6:30 a.m. to 8:00 p.m. In the last two years, the business has done so well that Mr. Hanson has hired four new employees. The Hansons would like to open a gourmet catering service to add to their restaurant. Mrs. Hanson and Jane have been working on plans for this addition but everyone is excited about it. Though the whole family agrees there are some problems with family life when operating a restaurant, they like the togetherness of the work as well as summer weekends with Mondays free.

PERENNIAL PROBLEM	What To Do Regarding Coordination of Work and the Family
PRACTICAL PROBLEM	What Should I Do Regarding Achievement of a Balance in the Family and Career Lifestyle
CONCERN/CONCEPT	Interaction Between Family and Work/Resources for Management

HOMEMAKING SKILLS

Establish personal and family resources for management

PROCESS SKILLS	CONCEPTS	STRATEGIES
	Available management resources for dual-worker family	Observe a skit written by several students. Skit is in form of melodrama. "Oh, What Do I Do, What Do I Do?" and should depict (exaggerated fashion) the difficulties of managing in a work-family situation. The skit should also include a resource for assisting in the management of work and family. Make a list of local agencies (public and private) that could serve as resources for the management of work and family. Complete the following regarding resources for management. --Five material resources available to most families include... --Five human resources available to most families include... --List two resources that are not available locally but would be useful to most families... --List five techniques to assist families in the management of home and family, such as: HUMAN - Neighbors - Extended family - County extension agent - Hired household/yard assistance - Increased responsibility of all family members MATERIAL - Updated filing and bookkeeping materials - Time-saving household equipment - Time saving - Selection of products that require minimum care - Library resources

PROCESS SKILLS	CONCEPTS	STRATEGIES
		HUMAN - Library personnel MATERIAL - Money management guides from bank or finance company
	Management techniques for dual-worker family	Brainstorm techniques for improved management in the home. --Prepare food in quantities and freeze. --Rotate laundry chores among members. --Plan meals in advance to minimize the number of shopping trips. --Ourdoor planting to be low maintenance. --Organize toys, work items, ..., so they can be located quickly. Using these techniques, question five working families to determine which techniques are used. Ask about other management techniques the families use. Listen to a panel of employed couples who have been employed for less than two years. Be prepared to ask panel members questions. --How has your management changed since you have both been employed? --What changes have occurred in work done at home? --Have you altered standards in home care since you were both employed? --What kinds of household jobs get postponed? Using resources, create a booklet on management techniques (tricks) for the dual-worker family. Duplicate and distribute at county fair, carnivals, local events. Make a list of local agencies (public and private) that could serve as resources for the management of work and family.
PROBLEM	Management for leisure	Write on the board "MANAGEMENT FOR LEISURE." Discuss why it may be necessary to manage for leisure. Why might leisure be overlooked in the dual-earner family? --As a group, determine a specific problem related to management of work and family. State the problem in question form. --What can my husband and I do about organizing our procedures for banking and spending our money?

PROCESS SKILLS	CONCEPTS	STRATEGIES
		--What can my family do about child care from the time the children are out of school until the parents get home from work? In small groups, determine what other factors will need to be considered in the selected problem. Discuss alternative choices and how goals and values will affect the solution. On a posterboard state the question. Below the question list the alternatives and consequences. Place the poster in a display case. Invite student interest with statements such as, "Tune in next week for solutions." Determine which alternatives each of you would choose to solve the problem. Take a vote. Allow proponents of the most commonly chosen solution to defend their choice. Vote again to gain the class solution. Write on the board the words SELF FAMILY SOCIETY. Discuss how the solution for the management problem would affect each. Would the solution be acceptable to most of society, to your own family, to yourself in real life? Does the solution require resources not normally available in most communities? Consider if this solution to the selected management problem would be best for you at this time? Might the solution be different five years, or fifteen years from now? Why? What values do you hold now and might you hold in the future? If you act on the values you have now, will it help you achieve your goals fifty years from now? Fifteen years from now? List on large sheets of paper all the possible resources to help a family manage work and family. Display the resources. Note duplications. Categorize as human resources and material resources. Assess the resource list to determine what resources are available in your work/family situation that you had not considered as a resource.

PROCESS SKILLS	CONCEPTS	STRATEGIES
		Brainsto[illegible] determine types of human/material resources that are needed but are not typica[illegible]y available (after school day care...). IEE - Generate ideas about how to gain the resources not currently available on your community. Consider ways of securing these needs. Pursue the above concern and generate community action toward obtaining a particular resource. This IEE could involve several students and would need to be long term.

PERENNIAL PROBLEM	What To Do Regarding Coordinating Work and the Family	HOMEMAKING SKILLS
PRACTICAL PROBLEM	What Should I Do Regarding Achieving A Balance in the Family and Career Lifestyle?	Explore ways to nurture family relations within work-family structure.
CONCERN/CONCEPT	Interaction Between Work and Family/Nurturing Family Relationships	

PROCESS SKILLS	CONCEPTS	STRATEGIES
		View photos or magazine pictures of two gardens. One is colorful, interesting, healthy, and weed free; the other is overgrown yet bare in spots, colorless and has many weeds. One is well nurtured; the other has had little nurturance (care and guidance to further development). Consider family relationships and how they need nurturing to maintain health and life. What might represent the "weeds" within the family relationship? (Work time encroaching on family time, lack of understanding of family members, taking family members for granted.)
	Shared knowledge of work activities	In pairs, explain the employment of a parent or a close relative. Determine why more is not known about the actual workplace by persons close to you. Consider and list on chalkboard possible gains in family relationships when family members obtain knowledge of spouse's, siblings', children's work world. Brainstorm to consider ways in which family members can gain awareness of family members work (school) world. (Have kids' day at employment site, parent days at school, social events where co-workers family members can interact.) Role play a family situation in which knowledge of the work world in general and of family members' jobs in particular can assist in family nurturance. Possible situation: Mother returns from work, kicks off shoes, and mopes. Child asks what is wrong and mother says, "Eunice got a promotion. I know she's been there

PROCESS SKILLS	CONCEPTS	STRATEGIES
		longer than I have, but I work harder and do better work. I was sure I'd get the promotion."
	Empathy	Look up the word empathy in a dictionary. Using class resources determine what is meant by empathy. How does it differ from sympathy, from understanding? Practice using empathy in classroom with others. In small groups create mini-skits that depict a sibling or parent-child interaction involving work-family interaction. Each skit should show nurturance of family relationships by means of empathy. (Son needs to get to job, father has golf date, mother needs to go out of town for job; children will need child care.) Write a "Dear Abby" letter requesting help because no one "understands" you, they don't realize how difficult your job is, and they don't seem to see how hard it is to deal with both work and family. Write Abby's response using an explanation of empathy in your letter.
	Recognition	Using several newspapers locate and display ways people are recognized for outstanding achievement in the work world. List ways we recognize family members for "outstanding achievement." Create ways to give more recognition to family members within your own family, within your community and throughout society. Using the "Have You Hugged Your Kid Today?" bumper sticker as a model, develop other slogans to recognize and nurture families. ("My Dad's The World's Best Machinist," "My Sister is A Great Cook [Even if She is a Grouch]."") FHA/HERO - Plan an FHA/HERO parent event in which you focus on empathy. Have student-parent teams demonstrate the use of empathy and practice the skills together. Using a Rodney Dangerfield record or a Charlie Brown cartoon, assess why the characters "get no respect." Explain why knowledge of the character's work might help his family give him respect. What empathy or recognition do you suggest to help the character's family members provide nurturance?

PERENNIAL PROBLEM	What To Do Regarding Coordinating Work and the Family
PRACTICAL PROBLEM	What Should I Do Regarding Achieving A Balance in the Family and Career Lifestyle?
CONCERN/CONCEPT	Interaction Between Family and Work/Support Systems

HOMEMAKING SKILLS

Develop personal and family support systems

PROCESS SKILLS	CONCEPTS	STRATEGIES
		Read the following situation: You had pinned your hopes on a winning soccer team. You were confident your team would be in the regional playoffs and perhaps win the state finals. You spent long hours practicing your goalie position and you knew you were good. In the final season game, which would decide who would get to the district, your team lost because of your mistake at the goal box. List the people (on chalkboard) who would provide help to you, encourage you, empathize with you, and give you assistance in the above situation. These people form a support system for you. Consider if your support system might change if the crisis situation were different. Consider those who make up a "constant" support system and who make up support systems for only some areas of life. Revise the above situation to that of an employed person facing the same defeat and frustration in his/her job. Consider support systems available to this fictitious person. Realize that families have support systems just as individuals.
	Child care support systems	Interview employed parents with young children to determine child care alternatives they use. Ask about substitute child care (if one care giver is unavailable). The child care support system of any family includes all those sources of regular and emergency child care. Some of the care givers may include:

PROCESS SKILLS	CONCEPTS	STRATEGIES
		- Pre-school or day care center - After-school babysitter - Regular daytime babysitter - Acquaintance who trades child care chores - Emergency babysitter - Neighbor or friend - Grandparents and other relatives - Evening high school babysitter Consider how child care needs change as the life cycle progresses. Create a bulletin board showing these changes. Using various resources, determine the "ideal" child care for various dual worker families and single parent workers. Determine the values and goals you have reflected in your choices. Interview personnel directors from several local businesses to determine child care services available in their companies. Learn why (or why not) these services have been made available.
	Additional supports	Observe a film/filmstrip on single parenthood. Brainstorm why special support systems may be needed by single parents. List some of these supports that enable a single parent to manage both home/family life and a full-time job. Some supports would include: - Co-op shopping - Trading child care - Assistance from family members - Educational/coping programs - Use of public recreational and educational facilities - Big Brother/Big Sister programs - Mom's or Dad's "night out" sponsored by church or community groups - Parents Without Partners Use human resources such as guidance counselors, local employment counselors, and personnel directors to list public/governmental agencies that provide cooperative support to help people carry out their work and family roles. (Mental health centers -

PROCESS SKILLS	CONCEPTS	STRATEGIES
		counseling support, YWCA, classes to assist in management and coping, and public schools.) Investigate and visit a company that provides child care services and learn how the employers/employees worked together to gain these services. List action steps to bring about such services in other companies. See if a brief article explaining your findings could be submitted to a local newspaper. Create a mobile to depict various support systems that are available to families. One "branch" of mobile can represent the extended family, another "branch" represents child care. FHA/HERO - Research needs and provide a support system to families in your community. You have moved to a new community in order to accept an advancement in your career. Your job is taking excessive work time as you get acclimated. You are a single parent with two children ages three and eight. Determine those support systems you may have left behind. Consider how you can establish new support systems to help you.

WF 2.37

WHAT KIND OF JOB IS BEST FOR YOU?

"Doctor, lawyer, merchant, chief?" Fortunately, we are not all suited to do the same thing. It would be a sorry world if everyone wanted to be farmers or a truck driver or a dentist. This quiz will give you some hints about yourself and the kinds of jobs for which you have the greatest aptitudes. Answer Yes or No on the line which precedes each question. Then turn to the back of the page to find out where your greatest talents lie.

____1. When you read a murder mystery, do you often know who the criminal is before the author tells you?

____2. Would you rather attend a concert than a rock and roll session?

____3. Has it always been easy for you to spell correctly?

____4. Are you bothered if a picture on the wall is crooked?

____5. Do you prefer nonfiction to a novel?

____6. Do you usually remember facts you have read or heard?

____7. Would you say you tend to do one thing very well rather than a number of things fairly well?

____8. Do you enjoy chess or bridge?

____9. Do you conscientiously keep some sort of budget book?

____10. Do you enjoy learning what makes things, such as clock, switches, or motors work?

____11. Do you adapt to change easily and maintain flexible routines?

____12. In your leisure time, do you prefer to participate in a sport rather than read a book?

____13. Are arithmetic and science difficult for you?

____14. Do you enjoy being with people who are younger than you are?

____15. Can you list five people whom you think of as close friends?

____16. Do you enjoy parties?

____17. Do you dislike small detail work?

____18. Do you read rapidly?

____19. Do you think the old saying, "Don't put all your eggs in one basket" is good advice?

____20. Do you enjoy new people, places and things?

Source: Benson, Harrison J. Rate Your Own Personality, Hart Asso., 1979.

WF 2.37

ANSWERS--WHAT KIND OF JOB IS BEST FOR YOU

There are no right or wrong answers to this quiz. Your answers merely show how you think.

1. Circle all your Yes answers.
2. Count the number of Yes answers for the first 10 questions.
3. Count the number of Yes answers for the last 10 questions.
4. Compare the two numbers.

If you have a great many more Yes answers for the first 10 questions than for the second 10, you are an intellectual person who will do well with meticulous jobs requiring patience, care, and research. (Doctor, lawyer, scientist, mechanic, repairperson, technician, editor, philosopher, engineer, skilled worker.)

If you have a great many more Yes answers for the last 10 questions than for the first 10, you are a social person whose greatest strength will be in jobs dealing with people. You will have the ideas but prefer to have someone carry them out for you. (Personnel director, consultant, receptionist, sports director, cab driver, server, actor, salesperson, advertising executive are likely jobs for you.)

If your Yes answers are fairly evenly divided, you will do well with jobs that require detail work coupled with good human relationships. (Nurse, teacher, farmer, homemaker, secretary, business executive, artist, lecturer, librarian, politician.)